Swinburne University of Technology

PROFESSIONAL EXPERIENCE HANDBOOK

Including information for Swinburne On Campus (Melbourne) and Swinburne Online

2021 Version

Contents

SWINBURNE UNIVERSITY PROFESSIONAL EXPERIENCE CONTACTS 5
INTRODUCTION 7
COMMON TERMS 8
SECTION 1: GENERIC INFORMATION 9
PROFESSIONAL EXPERIENCE SUMMARY 9
PROFESSIONAL EXPERIENCE POLICY OUTLINES – *General* 11
Withdrawing from Professional Experience unit 11
Attendance Requirements 11
Missed Days Policy 11
Conflict of Interest 12
Confidentiality 12
Privacy Policy 13
Health and Safety Responsibilities 13
Insurance Coverage During Professional Experience 13
Professional Codes and Standards 14
Academic Progress - Special Requirements 15
Location of Professional Experience 15
Swinburne AccessAbility 16
Refusal to Accept Placement (On-campus). 16
Diversity of Professional Experience Placements 16
Child Safety Screening Check and Police Check. 17
Your Professional Experience Help Map 18
PROFESSIONAL EXPERIENCE PROCEEDURES 19
Overall General Placement Requirements 19
Professional Responsibilities 19
Professional expectations prior to Professional Experience 20
Things to consider when preparing for Professional Experience 20
General expectations during your placement 20
Emergency Information Form 20
Dress Code and Personal Hygiene 21
School Camps and Excursions 21
Industrial Action 21
Health Considerations 21

Child Safe Standards……22
Mandatory Reporting……22
Failure to Disclose Offence……22
Professional Setting Resources……22
Professional Experience Portfolio……23
The Graduate Teacher Performance Assessment (GTPA)……23
Role and responsibilities of the Professional Experience Office (on campus) and Placements Support Team (online)……34
Contact Details for Support……34
Professional Experience Tutor/eLearning Advisor……35
EDUCATION SETTING ROLES……36
Principal……36
Preservice Teacher Coordinator……36
Mentor Teacher……36
Selection of a Mentor Teacher……38
Payment to Education setting for supervision of the Preservice Teacher……38
Expectations of the Preservice Teacher……38
Professional Experience Assessment Reporting and Documentation Process……40
General Assessment Information……40
Support process for Preservice Teacher and Mentor Teacher……40
Swinburne On Campus (SUT) Advice and Support Flowchart……41
Swinburne Online (SOL) Professional Experience Placement Advice and Support Flowchart……42
Assessment Process of Professional Experience……43
Assessment policies and procedures……43
Formative Assessment……44
Successful completion of program……44
Interim Report Form……45
Support Plan (students making Unsatisfactory progress)……45
Stages of reporting Unsatisfactory progress……46
Final Assessment Report……47
Exceptional circumstances……49
Procedure for submission of assessment reports……49
Appeals……49

SECTION 2: SPECIFIC INFORMATION RELATED TO COURSES AND PROFESSIONAL EXPERIENCE REQUIREMENTS 50
Bachelor of Education (Early Childhood Teaching) SUT and SOL 51
Bachelor of Education (Early Childhood and Primary) SUT and SOL 52
Bachelor of Education (Primary) SUT and SOL 53
Masters of Teaching (Primary) SUT and SOL 54
Bachelor of Education (Secondary) Hawthorn local students 55
Bachelor of Education (Secondary) / Bachelor of Arts Hawthorn local students 55
Bachelor of Education (Secondary) / Bachelor of Business Hawthorn local students 55
Bachelor of Education (Secondary) / Bachelor of Science Hawthorn local students 55
Master of Teaching (Secondary) 56
Bachelor of Education (Early Childhood and Primary) – 2019 SUT and SOL students - Enrolments from 2019 or transition students 57
Bachelor of Education (Primary) - 2019 SUT and SOL 59
APPENDIX 1: Ready to Teach (RTT) Professional Experience Placement Reasonable Adjustment Procedures 61

SWINBURNE UNIVERSITY PROFESSIONAL EXPERIENCE CONTACTS

SWINBURNE ON CAMPUS (MELBOURNE)
Professional Experience Office

Preservice Teachers and education settings (including Mentor Teachers, Preservice Teacher Coordinators, Principals and Directors) are invited to contact the Professional Experience Manager for advice or support with any placement related issues.

Monday to Friday: 9:00am – 4:30pm

Contact: Professional Experience Team

Email: eduplacements@swin.edu.au

Phone: 9214 5788

Postal Address:

Professional Experience Team
Department of Education
Swinburne University of Technology
Mailbox H31, Applied Sciences Building
PO Box 218 Hawthorn
VIC 3122 Australia

SWINBURNE ONLINE (AUSTRALIA WIDE)
Placements Support Team

Preservice Teachers and education settings (including Mentor Teachers, Preservice Teacher Coordinators, Principals and Directors) are invited to contact the Placements Support Team via the Help Hub, or the student's eLearning Advisor, for advice or support with any placement related issues.

Monday to Friday: 9:00am – 9:00pm

Saturday/Sunday: 10:00am – 6:00pm

Email: help@swinburneonline.com

Phone: 1300 YES SOL (1300 937 765)

Swinburne University of Technology (known as Swinburne) has campuses across Melbourne, a campus in Malaysia and is offered online through Swinburne Online and Open Universities Australia.

Swinburne's Department of Education offers courses on campus and via Swinburne Online.

Swinburne Online provides a new approach to learning in Australia, delivering and assessing courses on behalf of Swinburne University of Technology. Swinburne Online is an innovative partnership between Swinburne University of Technology and SEEK Learning. It combines Swinburne's quality course content with SEEK Learning's online marketing capabilities in a unique public/private venture. Online learning is an emerging market with unlimited potential.

Swinburne Online students receive the same qualification as students at Swinburne University of Technology, an internationally ranked university with 30,000 students across its Melbourne and overseas campuses.

Swinburne respectfully acknowledges the Wurundjeri People and their Elders past and present, who are the traditional custodians of the land on which Swinburne's Australian campuses are located in Melbourne's east and outer-east.

We are honoured to recognise our connection to Wurundjeri Country, history, culture and spirituality through these locations and strive to ensure that we operate in a manner that respects the Elders and Ancestors of these lands.

We also acknowledge the Traditional Custodians of lands across Australia where we conduct business, their Elders, Ancestors, cultures and heritage.

INTRODUCTION

The Department of Education at Swinburne is a vibrant community of scholars who are committed to the preparation of inspiring teachers, who will in turn inspire learners in a variety of settings.

As a Swinburne Department, we recognise that excellent practice is based on understanding the best available research. This must be integrated with a Professional Experience that enables a rich learning experience for both the student and mentor.

We believe a successful teacher is one who understands the innovations, ethics, social and global issues that influence and shape students today. That is what makes education courses at Swinburne unique. Our education courses are a life-changing exploration of classroom learning. Swinburne provides a forward- thinking approach with innovative approaches to teaching and learning.

Core to our way of being are the following behaviours:

Communicate: Say it – have the conversation, respect each other's differences, give meaningful feedback and share honestly and openly.

Listen and Learn: Hear it, learn from it – learn from one another, actively listen to each other, resolve conflict and be innovative.

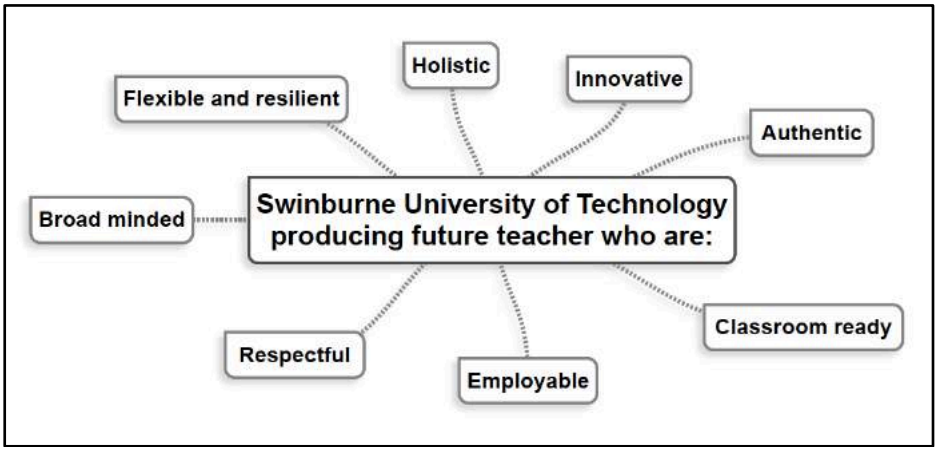
Collaborate: Share it – work constructively together with a common purpose to achieve the university's goals.

Trust: Trust it – be open to and with others, act with fairness and respect, inspire positive expectations and communicate honestly.

Act: Do it – have a strong sense of immediacy, take practical action and see it through.

In supporting our future in the education profession, we believe Professional Experience is vital for the development of our future teachers. We see Professional Experience as a core part of the development and learning of students. Professional Experience placements enable Preservice Teachers to become work ready, enhance their skills and build on the knowledge they have gained in the university classroom.

Our vision is to produce future teachers who are:



This handbook provides comprehensive information about the Swinburne University Education courses, specific to the Professional Experience component and also provides a comprehensive overview of Swinburne University's policies, requirements and guidelines.

There are two sections to this handbook, including:

1. Generic information
2. Specific information related to Courses and Professional Experience requirements

This handbook is for the use of the Preservice Teacher and education setting to gain better insight into specific information relating to Professional Experience.

COMMON TERMS

Preservice Teacher means a student of the university undertaking studies to become a qualified teacher in an initial teacher education course and will be undertaking a Professional Experience Placement.

Professional Experience Placement means a unit component undertaken by a university student for unit credit or course hurdle requirements at the school/setting and where the Preservice Teacher applies the skills and knowledge relevant to the course the Preservice Teacher is undertaking.

School/Setting Nominee means the person so specified in the details or otherwise notified by the School/Setting from time to time.

Mentor Teacher means a more experienced person who supports and assists another person to grow and learn in their role. This supervising teacher must be fully registered and/or degree qualified (for early childhood settings).

University Nominee means the person so specified in the details or otherwise notified by the university from time to time.

Interim Report Form refers to the assessment report to be completed by Mentor Teachers with Preservice Teachers about their progress on Professional Experience at the midpoint (e.g. day 10 of a 20 day block). This is returned to the Professional Experience Office (on campus) / eLearning Advisor (online) at the midpoint.

Cause for Concern can be indicated on the interim report (or at any time) by the Mentor teacher. If this occurs then a support plan accompanies the interim report to support the pre-service teacher to develop in the areas of concerns in order to complete professional experience successfully.

Final Assessment Report is completed on the last day of Professional Experience by the Mentor Teacher with the Preservice Teacher. The individual reports for each Professional Experience are based on the AITSL Graduate Standards that best reflect the knowledge and professional expectations for that particular stage of the program.

SECTION 1: GENERIC INFORMATION

An outline of requirements for all courses is provided in this section.

PROFESSIONAL EXPERIENCE SUMMARY

All Swinburne University Initial Teacher Education courses have Professional Experience Units as part of the overall course. A Professional Experience Unit is made up of theory and classroom practice. This practical component is very often referred to as a Professional Experience and/or a Placement.

Professional Experience is an integral part of the education programs at Swinburne University. Through experiencing the roles and responsibilities of a teacher and pedagogical leader, there will be opportunities to develop the necessary knowledge and skills to become a competent member of the teaching profession. Preservice Teachers will have direct supervision by a Mentor Teacher at all times. In each placement Preservice Teachers will be supervised by a fully registered Teacher or a degree qualified Early Childhood Teacher who will work with the Preservice Teacher as they progress towards attaining the Australian Professional Standards for Teachers (Graduate).

Teaching has many dimensions. It embraces a vision of education that includes an understanding of development, curriculum knowledge, interpersonal skills, effective pedagogies and a moral purpose that embraces a culture of care and ethical standards. Professional Experience during placements will enhance professional knowledge, skills and competencies. It will give Preservice Teachers an experiential basis for critical reflection on the current state of education and the possibilities for educational reform in the early 21st century.

Through Professional Experience, Preservice Teachers will develop confidence in and an awareness of the professional teacher's role in the community, be exposed to a range of settings, philosophies and approaches to education and may encounter challenges to their current and developing philosophies of teaching.

The Professional Experiences are designed to be an opportunity for Preservice Teachers to learn to teach in a supervised and supportive environment as they gradually assume full responsibility.

Throughout all courses there is a strong focus on learning through critical reflection of theory, observed practice and hands on experience. Teaching demands a focus on both theoretical and experiential perspectives. Understanding of theories of teaching and learning will be put into practice through the experience of working with students during Professional Experience. Preservice Teachers will be encouraged to formulate their own vision of teaching and learning through reflection on their experience in educational settings.

Critical reflection involves questioning and challenging ideas. Through Professional Experience, Preservice Teachers will become accustomed to giving and receiving feedback. All courses aim to instill a habit of ongoing critical reflection of practice and the ability to do this collaboratively with colleagues. Collaborating with colleagues involves being aware of their feelings and sensitivities and acknowledging the critical importance of interpersonal relationships in sustaining productive teamwork.

Through systematic critical reflection Preservice Teachers will learn to link practice and theory and adopt a *process* view of learning as distinct from a *product* view. Preservice Teachers will learn to process their own experiential learning and accept the challenges involved in productively facilitating students' learning. Preservice Teachers should understand theory as ongoing reflection and decision-making, involving both the recollection of established ideas and the moment-by-moment creation of new ways of explaining experience and predicting its consequences.

There are significant differences between schools and even between teaching spaces and student groupings within the same education setting. Ideally, Preservice Teachers should experience a wide range of settings for Professional Experience. Accordingly, Preservice Teachers will be required to complete the number of allocated days relevant to their Professional Experience unit, sometimes on a full-time basis.

PROFESSIONAL EXPERIENCE POLICY OUTLINES – *General*

Withdrawing from Professional Experience unit

If you withdraw from your placement unit between the census date and the last day to withdraw from units of study without academic penalty your request to withdraw will be placed on hold until your placement situation is assessed. You, your eLA, your UC and the school/setting may be required to provide documentation to support the assessment of your withdraw application. A determination will be made as to whether your grade is withdrawn (W) or withdrawn fail (WF).

Attendance Requirements

Pre-Service Teachers must attend the required number of days specified for each placement. During Professional Experience, Preservice Teachers are expected to attend the education setting for the full days (minimum 7.5 hours excluding breaks). This must also include a minimum of 25 hours contact time with students per week. Where placement units are not completed in full time weeks (e.g. 3 days per week) this is to be calculated on a pro rata basis. For example, if you undertake 3 days per week this would equate to 15 hours contact time with students. **100% attendance is expected.**

For placements in early learning centres or childcare centres, Pre-service Teachers should be prepared to work variable "shifts" and changing rosters within the typical 7am-6pm operational hours.

For placements in school, Pre-service Teachers must be prepared to attend before and after school meetings as required. These may fall outside normal school hours.

Missed Days Policy

Each Professional Experience unit involves attendance in an education setting for a specified number of days. The dates for the Professional Experience are included on the Professional Experience Calendar and Preservice Teacher information sheets. Preservice Teachers are required to adhere to these dates and number of days in completing Professional Experience. **Any missed days MUST be made up** at a time negotiated with the education setting and the Professional Experience Office (on-campus) or Placements Support Team (online).

When illness or emergencies prevent attendance at an education setting the Preservice Teacher **must** contact the Professional Experience Team (on campus students only) and the education setting before the Professional Experience day commences. Preservice Teacher's should make up missed days as soon as possible to provide continuity and provide a medical certificate to the Professional Experience Office (on-campus) or Placements Support Team (online). As per the Swinburne University of Technology Extension Policy; a total of 5 days with a medical certificate will be accepted (across the entire placement block) however, should more than 5 days be missed the Preservice Teacher will be required to apply for Special Consideration as per the normal university process.

On completion of each Professional Experience the Final Report will need to note the total number of days completed. This is to be recorded by the Mentor Teacher.

Conflict of Interest

It is important for your journey as a teacher to have the opportunity to for placement experiences that are as diverse as practicable. Diversity comes from working with different age groups, with different staff and mentors, and in different educational settings. Within your placement journey, you may undertake multiple placements at the same setting, as long as you can be afforded diversity of experience to support you as the developing teacher. When undertaking more than one placement at the same setting, PSTs must engage with a different mentor and a different cohort of students.

As a part of your placements journey you should expect a fair, un-biased and objective assessment from the Education Setting whilst on Professional Experience. The Conflict of Interest policy exists in order to protect you and the Education Setting in relation to objectivity, privacy and confidentiality.

A Conflict of Interest exists in the following situations:

- You are already employed (e.g. as an educator, teacher aide, technical assistant or administrator)
- You attended as a student (in the last 10 years)
- Family members (including your own children) or close friends are employed or attend the setting

Swinburne Online - Conflict of Interest application process

Please email help@swinburneonline.com or phone 1300 YES SOL (1300 937 765) to begin your application process.

Conflict of interest applications are considered on a case by case basis. A pre-service teacher who considers that a placement may raise a conflict of interest must discuss the conflict of interest with the Placement Support Team who will escalate the situation to the Academic team for review.

If successful, your placement setting will be contacted to confirm via email they are aware a conflict of interest exists and are comfortable in assessing you fairly, objectively and in an un-biased fashion, to the requirements and expectations of the placement.

Please note it is to the discretion of each individual setting if they are comfortable in offering you a placement in their setting if a conflict of interest exists.

Swinburne (On-Campus) Conflict of Interest Process

If the Professional Experience Team are not able to allocate you a placement in accordance with the Placement Allocation Policy without a Conflict of Interest, the Professional Experience Office will liaise with the Student, Agency and Unit Convener to consider a Conflict of Interest review.

Confidentiality

Confidentiality in relation to information about students, families and staff in the setting must be maintained at all times. References to specific students and schools must be deleted when reproducing examples and case studies. Only students' first names should be used and any other identifying features must be removed from documentation. Written permission must be given by parents/legal guardians before a study and/or observations on a student commence in line with the

school's policy.

Collecting students' work for examples or grading must be authorised by the Mentor Teacher and where possible, by the student. The Preservice Teacher must ensure they comply with the policies and procedures of the school in relation to photographs and audio or video recordings. Any collection or use of students' work or images must:

- Protect the personal information of individuals
- Maintain the dignity of the student
- Respect the individual's right to control how and for what purpose their personal information is used
- Comply with the relevant legislation and educational setting's policy

Privacy Policy

In line with the Swinburne University of Technology Privacy Policy we will not disclose or discuss any information about Preservice Teacher's placements or enrolment with any other person, including their parents or guardians, unless written consent from the student is provided. Preservice Teachers may invite their parents/guardians to attend meetings or participate in phone/video call conversations regarding Professional Experience placements however, it is expected that Preservice Teachers advocate for themselves when dealing with university staff regarding placements.

Health and Safety Responsibilities

Preservice Teachers should ensure that they are informed by the education setting about:

- Occupational Health & Safety procedures in the school/centre and on excursions and camps
- Accidents, First Aid and emergency procedures and responsible personnel
- Staff and student duty of care, welfare and discipline policies
- Professional expectations of Preservice Teachers
- Policies regarding daily arrival and departure, leaving the setting during work hours and authorised access outside normal working hours

All Occupational Health & Safety incidents in which you are involved should be reported to the school/centre, following their policies and procedures for health and safety incidents. Please also provide the details of any incidents to the Professional Experience Office (on-campus) or Placements Support Team (online).

Insurance coverage during Professional Experience

Swinburne University's public liability insurance policy covers the University for any claims made against it related to personal injury to other parties or damage to the property of others. Preservice Teachers engaged in Professional Experience are regarded as an extension of the University and the policy protects them against such claims that may arise from activities associated with their Professional Experience.

Should an injury occur whilst engaged in Professional Experience activities **Preservice Teachers may be able to claim against a personal accident policy taken out by the University covering major injury to any of its students engaged in work experience.** It should be noted though, that this personal accident policy is limited to the provision of lump-sum payments related to major and disabling injuries such as the loss of a limb. **It does not cover medical and hospital costs arising out**

of an injury - these remain the responsibility of the Preservice Teacher. In the event, however, of Preservice Teachers incurring injury through the negligence of another party, the usual legal remedies are available to claim against the offending party.

Preservice Teachers are not paid by the University and are not covered by the University's Workers' Compensation policy.

If you are injured during Professional Experience please ensure you complete an incident report with your professional experience host school/setting. Please contact the Professional Experience Office (on-campus) or Placements Support Team (online) for further advice as soon as possible.

Professional Codes and Standards

Preservice Teachers are required to act professionally and ethically at all times in accordance with the Teaching Profession Code of Conduct. This includes:

- Approach your Professional Experience positively and with enthusiasm.
- Ensure that you are always on time, polite, professional and focused.
- Carry your student ID card and Working with Children Check (or equivalent in your state) card with you.
- Turn off your mobile phone or leave it (on silent) in your bag.
- You are expected to be Swinburne University's ambassador and to give the Professional Experience setting a positive impression of yourself and the University.
- It is important to remember that you are a guest in your placement schools/centres and your behaviour will affect future Swinburne University placements as well as perceptions of professionalism in the field. Avoid making defamatory remarks (verbal and written) about students, families, colleagues and the Professional Experience setting under any circumstances.
- You should also consider your behaviour in public forums outside the Professional Experience setting. This includes your public presence on social media such as Facebook, Twitter, Instagram and YouTube, which are easily accessed by students, families and colleagues. You are advised to ensure that you are not represented inappropriately on these sites and to use private domains for personal interactions using this media.
- Professional conduct is not confined to the educational setting. It is important to develop an understanding of appropriate conduct for teachers in the online environment. The Department of Education and Early Childhood Development have produced a 'Using Social Media: Guide for Department Employees to provide guidance on professional conduct for Teachers in an online environment'.
- You should also avoid giving personal details to families under any circumstances.
- Students will be required to sign off to say they have read the Code of Conduct relevant to their state teacher accreditation body as below:

    - **Victoria** https://www.vit.vic.edu.au/__data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf
    - **NSW** https://education.nsw.gov.au/about-us/rights-and-accountability/department-of-education-code-of-conduct
    - **ACT** https://www.education.act.gov.au/working-with-us/benefits-and-support/professional_conduct
    - **Northern Territory** https://www.trb.nt.gov.au/code-ethics-northern-territory-teachers
    - **South Australia** https://www.trb.sa.edu.au/code-of-ethics
    - **Queensland** http://www.qct.edu.au/standards-and-conduct

- **Tasmania**
  https://www.trb.tas.gov.au/Documents/Code%20of%20Professional%20Ethics%20for%20the%20Teaching%20Professional%20in%20Tasmania.pdf and https://www.trb.tas.gov.au/Documents/Rights%20and%20Responsibilities%20of%20Registered%20Teachers.pdf

Academic Progress – Special Requirements

In addition to the standard academic progress rules, Swinburne's Initial Teacher Education courses have the following additional academic progress rules which are established in accordance with Academic Courses Regulation 62(2):

1. A student is classified as 'at risk' of unsatisfactory progress if they:

   a) Behave in a manner which breaches the Swinburne Student Charter whilst on placement
   b) Fail a Teaching Placement unit
   c) Have their teaching placement terminated early by a school. In the case of early termination of a teaching placement by a school, the student will be deemed as having 'unsatisfactory progress' and a progress review processes will commence within two weeks of the termination of the placement. Students who are identified as having unsatisfactory progress will be subject to show cause provisions in the Progress Review section of the Academic Progress Policy.

The course rules for your Education degree require you to have met the standard in the **National Literacy and Numeracy Test for Initial Teacher Education Students** (LANTITE) by a given point in your course (100cp for Post Graduate Students and 200cp for Undergraduate students). If a student does not meet this requirement, their course progress will be classified as 'unsatisfactory progress'. As a result, if you still have placements to complete you will not be able to complete Professional Experience units until you return to good standing. In order to return to good standing, you must successfully complete both of the LANTITE component tests.

Location of Professional Experience

A Swinburne on campus Preservice Teacher may be placed at a setting up to one and a half hours (1.5 hours) from their nominated residential address. The distance and time it takes to get to and from your placement is calculated using Google Maps by entering your mode of travel (car or public transport), your residential suburb and the suburb of the agency at peak hour travel time (On Campus).

On campus preservice teachers' placements are arranged by the Professional Experience Office. On campus students are not permitted to contact schools to source their own placement. If a contact is known for a potential setting and/or Mentor Teacher then the following steps must be taken:

- ✓ Record the information of the school, possible Mentor Teacher contact name (if known) and their contact details.
- ✓ Email the Professional Experience Team to share this information.
- ✓ The university will contact the setting on your behalf.
- ✓ Remember that this process does not guarantee you will be able to attend this setting depending on availability.

A Swinburne Online Preservice Teacher is supported to arrange their own placement at a school/setting up to one and a half hours (1.5 hours) from their nominated residential address. The distance and time it takes to get to and from your placement is calculated using Google Maps by entering your mode of travel (car or public transport), your residential suburb and the suburb of the agency at peak hour travel time.

Under new AITSL accreditation requirements regarding placements, Swinburne Online is undertaking to build a list of schools/setting nationally with agreements to consider Swinburne students for placements subject to availability. Online Preservice teachers are to; check if a school/setting on the list is within 1.5hrs travel time, access the scaffolding and support provided on how to approach the school/setting for Professional Experience placement, approach the school/setting for placement and) once successful, submit the Acceptance of Placement Form to the Placements Support Team.

Swinburne AccessAbility

Swinburne University is an inclusive education provider for people living with a disability, medical or, mental health condition, or if you have primary carer responsibilities. With this in mind, please consider contacting and registering with Swinburne AccessAbility if you feel your personal circumstances may impact upon your needs and participation in Professional Experience placements. Once registered, you will work with an AccessAbility Adviser, who will give you advice on support services that may help you with your Professional Experience placement. They will then develop an Education Access Plan (EAP) that includes the services and reasonable adjustments that you need.

Preservice Teachers registered (or likely to register) with AccessAbility who are due to undertake a Ready to Teach (RTT) Professional Experience placement should however, read the separate *'Ready to Teach (RTT) Professional Experience Placement Reasonable Adjustment Procedures'* Policy located in the Appendix of this Handbook.

Refusal to Accept Placement (On campus)

Professional Experience placements will be allocated to Preservice Teachers that take into account students' personal circumstances, as outline by the student upon enrolment into the placement unit. If a Preservice Teacher refuses to attend (or fails to attend without prior notice) a professional experience placement which has been allocated to them, they may face disciplinary action. This action will be determined by the relevant Professional Experience staff members from the SUT Department of Education.

Diversity of Professional Experience placements

It is highly recommended that a Preservice Teacher complete each placement in a different setting. Each placement is subject to approval that it can meet the expectations of the placement. Students are encouraged to attend a range and variety of settings, with a focus on gaining new experiences from each placement. However, students are able to attend the same setting multiple times, providing they attend placement with a different class and Mentor in each placement.

Students will be expected to attend placements across a range of settings, regardless of personal preference or religious beliefs. This is in line with the Swinburne University of Technology Anti-Discrimination Policy which states *"Discrimination occurs when a person, or a group of people, is treated less favourably than another person or group because of their background or certain personal characteristics protected by law".*

Professional Experience placements must be as diverse as possible, and completed over a substantial and sustained period that is mostly in Australia and in a recognized school setting.

With permission, students may complete a Professional Experience in an alternative setting such as a Steiner school, a Montessori school or a Special Needs school. Attending these settings is subject to the approval of the Professional Experience Office (on-campus) or Placements Support Team (online).

For all placements, including Ready to teach placements, the setting must be able to confirm that the Preservice Teacher is able to fulfil the requirements and expectations of the placement.

Child Safety Screening Check and Police Check

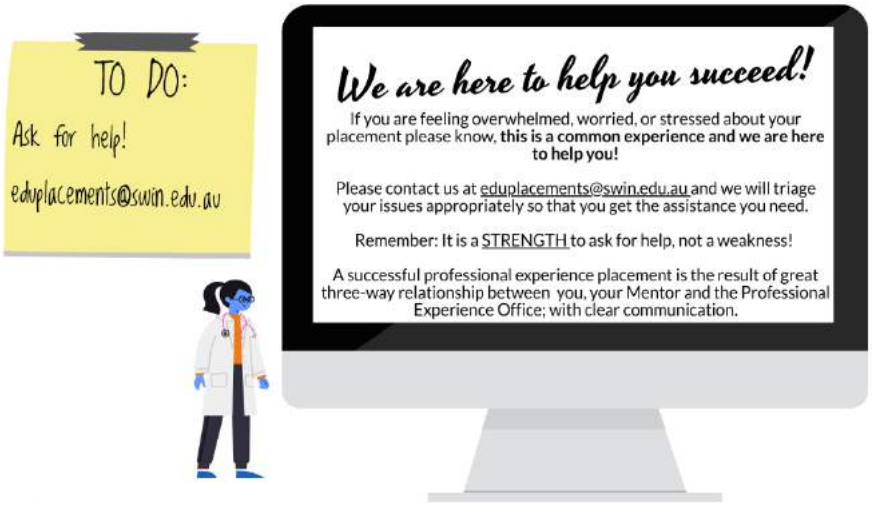
As a Preservice Teacher, it is mandatory for you to have child safety screening checks (i.e. Working with Children Check) before commencing placement.

For Preservice teachers taking placements in Victoria, it is important to complete the Working with Children Check (WWCC) as soon as possible, as the process can take up to 6 weeks. It is not only related to enrolment in a Professional Experience unit, but it is an essential step in your enrolment when studying an education course with Swinburne University and is also required for teacher registration (eg. with the Victorian Institute of Teaching).

In Victoria, Preservice Teachers are not usually required to get a Police Check to go on placement. However, some schools/setting require students to have a current Police Check. Please confirm this with the school/setting as soon as you receive your allocation details. If the school/setting requests a Police Check you will be required to get one. Should you require a Police Check please visit - www.crimcheck.org.au/check/SwinburneUOTeducation

Preservice Teachers undertaking placements in other states or territories are required to meet the Child Safety Screening Check requirements of the state or territory in which they are attending placement, prior to beginning their placement. These requirements will include a Working with Children Check (WWCC) or equivalent, and may require additional training regarding student safety, Police Checks, or other reasonable requirements.

Your Professional Experience Help Map



How to get help - Common Concerns

Before, during or after your placement

Your placement unit enrollment

Check your Swinburne emails and contact the PEO - we will most likely refer you to the Course Advice Specialist

The content of your academic work

Check Canvas and speak to your Unit Convener

Due dates of assignments

Check Canvas and your Unit Guide, ask 2 peers and if you are still unsure, speak to your Unit Convener

Meeting your needs

Contact the PEO - we will most likely refer you to AccessAbility

Your mental health, physical health or safety*

Make an appointment with Wellbeing@Swin and notify your Mentor and the PEO

Your attendance at placement

Discuss the matter with your Mentor, the PST Coordinator and the PEO ASAP

Your performance or expectations of you on placement

Speak to your Mentor and/or the PST Coordinator; if the issue persists contact the PEO

Your relationship with your Mentor or PST Coordinator

Speak to your Mentor and/or the PST Coordinator; if the issue persists contact the PEO

***In urgent or emergency cases please contact 000 or Beyond Blue on 1300 22 4636**

Your Professional Experience Help Map - Swinburne Online

How to get help - Common Concerns

Before, during or after your placement

Your placement unit enrollment

Check your Swinburne emails and contact help@swinburneonline

The content of your academic work

Check Canvas and speak to your Unit Coordinator or e-Learning Advisor or email help@swinburneonline

Due dates of assignments

Check Canvas and your Unit Guide, ask 2 peers and if you are still unsure, speak to your Unit Coordinator or e-Learning Advisor or email help@swinburneonline

Meeting your needs

Contact help@swinburneonline - we will most likely refer you to AccessAbility

Your mental health, physical health or safety*

Make an appointment with Wellbeing@Swin and notify your Mentor and help@swinburneonline

Your attendance at placement

Discuss the matter with your Mentor, the PST Coordinator, your e-Learning Advisor, Unit Coordinator or help@swinburneonline ASAP

Your performance or expectations of you on placement

Speak to your Mentor and/or the PST Coordinator; if the issue persists contact your e-Learning Advisor, Unit Coordinator or help@swinburneonline

Your relationship with your Mentor or PST Coordinator

Speak to your Mentor and/or the PST Coordinator; if the issue persists contact your e-Learning Advisor, Unit Coordinator or help@swinburneonline

***In urgent or emergency cases please contact 000 or Beyond Blue on 1300 22 4636**

PROFESSIONAL EXPERIENCE PROCEDURES

Overall General Placement Requirements

Preservice Teachers must be familiar with the following professional placement requirements:

- To meet placement standards, you must:
  - Work in a variety of education settings
  - Work with learners in a variety of school year levels / early childhood age groups.
  - Complete over half of your total placement days in education settings that follow an Australian curriculum. This is a requirement for all Preservice Teachers planning to register and teach in Australia.
  - Attend the education setting on a full-time basis (full days) and in a consecutive block when required.
- English must be the primary language of delivery used by the Preservice Teacher in all education settings.
- Where possible, a placement should not be split between two locations even if they are part of the same education setting
- Preservice Teachers must have a current Working with Children Check (WWCC), or equivalent for the state/territory.

Professional Responsibilities

Swinburne Preservice Teachers are encouraged to complete the following training prior to the first Professional Experience:

1. **Asthma Training**
   The online training can be accessed here:
   https://asthmaonline.org.au/product/asthma-first-aid-for-schools/

2. **Mandatory Reporting**
   Students are recommend to familiarise themselves with the mandatory reporting principles:
   https://www.vit.vic.edu.au/news/news/2018/protecting-children-mandatory-reporting-elearning-modules

3. **Anaphylaxis Training**
   The online training can be accessed here: https://etrainingvic.allergy.org.au/login/index.php

Preservice Teachers can save or print the certificate at the end of these modules once they are completed to add to their Professional Experience Portfolio.

If the professional experience placement will be undertaken **in Victoria**, Preservice Teachers are required to be familiar with and abide by the Victorian Institute of Teaching Codes of Conduct and Ethics - www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics

If the professional experience placement will be undertaken **in a state/territory other than Victoria**, Preservice Teachers are required to be familiar with and abide by the state/territory's Teaching

Codes of Conduct and Ethics.

Professional expectations prior to Professional Experience

Preservice Teachers are expected to make a preliminary visit to the school where they are about to undertake their Professional Experience placement. At this visit, the Preservice Teacher and Mentor Teacher should discuss:

- The weekly placement expectations and requirements of the placement, including the assessed Australian Professional Standards for Teachers: Graduate, on the Mentor's report
- Relevant background information
- The teaching programs and management policies and procedures
- The expectations for planning and preparation
- Available resources and specialist assistance
- How each other will work together

Things to consider when preparing for Professional Experience

- It is important to have a study load that is manageable. A Preservice Teacher will be expected to attend the education setting and lesson planning may be required in the evenings.
- Plan ahead and make arrangements for leave from work or other commitments as required.
- If a Preservice Teacher is a carer, consider planning support networks in advance so fulltime attendance can be maintained (for example 8.15am to 6.00pm).

General expectations during your placement

- **100% attendance is expected**. Any days missed due to exceptional circumstances must be made up.
- Wherever a Preservice Teacher completes their placement they must be fully supervised and adhere to all requirements and regulations set by the education setting.
- Please keep the Professional Experience Office (on campus) or Placements Support Team (online) informed of any changes to placement. This may be changes to the Mentor Teacher and/or Preservice Teacher Coordinator, or other events such as illness or special circumstances.
- A Preservice Teacher can keep track of attendance by using the Attendance Diary. This diary is for the Preservice Teacher's records only.
- Swinburne may send a representative to the education setting to observe placement, in person (on campus) or via web conference (online / on campus).

Please keep the Professional Experience Office (on campus) or Placements Support Team (online) **informed of any changes to your placement:**

- If your Preservice Teacher Coordinator or Mentor Teacher details change
- If you are **unable to attend your placement** due to an illness or special circumstance

Emergency Information Form

We encourage Preservice Teachers to download a copy of the Professional Experience Emergency Contact Information Form, which is available via your online classroom. This form provides vital

information to the school and emergency response staff in the event of an emergency during Professional Experience. Please complete the form, place it in an envelope, and hand it to the Mentor Teacher on the first day of Professional Experience at the education setting. At the end of each Professional Experience, the Preservice Teacher should collect the form. Please ensure that this information is up to date for the Professional Experience setting.

Dress Code and Personal Hygiene

It is essential that Preservice Teachers present themselves in a professional manner during the Professional Experience placement. The Preservice Teacher is expected to be clean, neat and tidy at all times. Remember that first impressions are very important in establishing a professional connection. It is suggested that the Preservice Teacher take a conservative approach in the choice of attire. The Preservice Teacher must follow the dress code of the school/setting they are undertaking placement in. All on-campus students completing Professional Experience from 2021 onwards will be expected to purchase and wear a Swinburne nametag. All on-campus students undertaking their first placement from 2021 onwards will also be required to purchase and wear a black Swinburne branded polo t-shirt on placements. These are available at the Swinburne Bookshop.

School Camps and Excursions

A Preservice Teacher may be invited to assist teaching staff on school camps or excursions. Days spent on camps or excursions will count towards Professional Experience, even if the students being supervised are from classes that the Preservice Teacher has not been teaching initially.

Industrial Action

If the teaching union undertakes industrial action such as a work stoppage during Professional Experience and the Preservice Teacher decides not to attend the education setting due to strike action, or to attend a stop work meeting, the Preservice Teacher will be required to make up any days missed. In such cases the Preservice Teacher must notify the education setting and the Professional Experience Office (on campus) or Placements Support Team (online) of their intentions.

If the Mentor Teacher is on strike and the Preservice Teacher wishes to attend the education setting, they may do so **only** if there is a fully registered teacher present to supervise.

Under no circumstances should a Preservice Teacher carry out **any** duties for absent staff members. Any days missed under these circumstances need to be made up.

Health Considerations

Preservice Teachers are advised to take the following protective measures regarding their health while on Professional Experience:

- Ensure immunisations against hepatitis, measles, poliomyelitis, diphtheria, tetanus, whooping cough and rubella are up to date; For more information visit https://www2.health.vic.gov.au/public-health/immunisation/adults/vaccination-workplace/vaccination-for-people-working-with-children
- Ensure that they are physically/mentally healthy during Professional Experience.
- Complete the Covid19 Infection Control Training Certificate - https://covid-19training.gov.au/login

Child Safe Standards

The Child Safe Standards form part of the Victorian Government's response to the 2013 Betrayal of Trust Inquiry into institutional handling of child abuse. There are seven standards that are designed to drive cultural changes so that protecting children from abuse is embedded in the everyday thinking of people who work and interact with children. To create and maintain a child safe environment, it is the responsibility of all Swinburne community members, including students on child-related work placements, to uphold the standards.

Please refer to the Child Safe Standards materials developed by Commission of Children and Young People and the Department of Education and Training:

- https://ccyp.vic.gov.au/child-safety
- https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/safeenviro.aspx

Mandatory Reporting

Teachers are well placed to observe and identify when a student is at risk of harm including signs of physical, sexual and emotional abuse, neglect and/or family violence.

In addition to having a duty of care, teachers in schools have varying degrees of mandatory requirements to report any suspicions or knowledge of students at risk of significant harm.

Preservice Teachers who have concerns about a student's safety should first communicate this to their Mentor Teacher. Preservice Teachers may also choose to seek support and guidance from Professional Experience staff (On Campus) or eLearning Advisor (Online).

We encourage all students to undertake the Mandatory Reporting training, as outlined under the Professional Responsibilities heading in this handbook.

More information about Mandatory Reporting and the requirements across Australia can be found at: http://www.aifs.gov.au/cfca/pubs/factsheets/a141787

Failure to disclose offence

While teachers have mandatory reporting responsibilities, it is important to remember that all adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police. For further information:

https://www.justice.vic.gov.au/safer-communities/protecting-children-and-families/failure-to-disclose-offence (Victoria only) It is important that all students familiarise themselves with the Child Safety laws relevant to their state. https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect

Professional Setting Resources

Preservice Teachers are expected to use a range of resources during Professional Experience to support the teaching and learning process. Many resources and learning materials are likely to be available to the Preservice Teacher in the education setting and they can make themselves familiar

with them in the first few days of the Professional Experience. Any books or resources borrowed during the Professional Experience must be returned before the end of the Professional Experience. Any costs related to loss or damage of school/setting property use is the Preservice Teacher's responsibility.

The Preservice Teacher will also be expected to use resources that they collect through their Professional Experience and throughout the course. These may include books, natural materials, improvised props from charity shops and discount stores, education resources for specific purposes such as Science, Maths and English experiences and resources that they have made.

Professional Experience Portfolio

A Professional Experience Portfolio is maintained throughout the enrolment in a course. It covers the collection of evidence to meet the Australian Professional Standards for Teachers (Graduate) and aligns the requirements of each unit undertaken.

Specific requirements are addressed in the Professional Experience unit and in the Preservice Teacher information sheets.

To assist in the collection of evidence, some examples have been provided on the next page. Please note this is not all types of evidence, rather examples to assist your understanding and collection of evidence. This can also be used in conjunction with the Australian Professional Standards for Teachers (Graduate) standards being assessed on the Professional Experience Report for the placement.

The Graduate Teacher Performance Assessment (GTPA)

Swinburne University has incorporated the GTPA into the final year primary professional experience units. Swinburne University has joined the GTPA collective which is a group of Australian Higher Education Institutions implementing the AITSL endorsed Teaching Performance Assessment. PSTs will be able to demonstrate the skills and knowledge developed in prior placement and theory units to complete this culminating, authentic assessment.

What is the GTPA?

PSTs will demonstrate competence in classroom practice assessed against the Australian Professional Standards for Teachers at the Graduate level. This assignment will be a marvellous resource for PSTs as they begin a teaching career. While completing a GTPA, PSTs will engage with the teaching practice cycle where they will create a unit plan, lesson plans, assess, reflect and appraise their teaching.

Why a GTPA?

Successfully completing a final-year teaching performance assessment as a GTPA effectively connects the academic program and the professional experience. By connecting research, theory and practice, the GTPA provides quality assurance of graduate readiness and is a fitting capstone to an education degree. It will be a valuable experience from which PSTs can progress into their new career.

PROFESSIONAL KNOWLEDGE	SOME Examples of Evidence that can be collected for a Portfolio
1. Know students and how they learn	
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	**SOME Examples may be:** • Seek student feedback to develop learning strategies and learning opportunities • Use an appropriate level of language to support students stage of learning • Use appropriate pedagogical strategies to support students stage of learning • Plan and implement diverse learning opportunities • Monitor and track student progress in relation to physical, social and intellectual development
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	**SOME Examples may be:** • Investigate and use different types of learning activities – self-directed, student centred, teacher centred, inquiry based, object based pedagogy, problem based learning, etc. • Plan and use a variety of teaching strategies • Explore the impact of different questioning techniques • Use a variety of resources
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	**SOME Examples may be:** • Demonstrate knowledge of students and their diverse linguistic, cultural, religious and socioeconomic backgrounds • Plan and implement diverse learning opportunities that celebrate and build on students and their diverse linguistic, cultural, religious and socioeconomic backgrounds • Use appropriate resources that are inclusive and sensitive to students and their diverse linguistic, cultural, religious and socioeconomic backgrounds • Assess students through formative practices in order to understand how to best plan and deliver learning opportunities • Plan and deliver learning opportunities that are clear and concise to support understanding • Be aware of cultural sensitivities that influence how learning opportunities are interpreted

1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	**SOME Examples may be:** • Develop an understanding to respond to the needs of students from Aboriginal and Torres Strait Islander backgrounds • Analyse contemporary issues to respond to the needs of students from Aboriginal and Torres Strait Islander backgrounds • Plan and develop learning opportunities to respond to the needs of students from Aboriginal and Torres Strait Islander backgrounds • Use appropriate resources that are inclusive and sensitive to students from Aboriginal and Torres Strait Islander backgrounds
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	**SOME Examples may be:** • Develop an understanding to respond to the needs of students across the full range of abilities • Analyse contemporary issues to respond to the needs of students across the full range of abilities • Plan and develop learning opportunities to respond to the needs of students across the full range of abilities • Use appropriate resources that are inclusive and sensitive to students across the full range of abilities • Plan literacy and numeracy opportunities for students across the full range of abilities • Investigate, plan for and provide learning opportunities with technology for students across the full range of abilities • Modify learning opportunities to support students across the full range of abilities
1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	**SOME Examples may be:** • Modify learning opportunities to support students across the full range of abilities • Use appropriate resources that are inclusive and sensitive to students across the full range of abilities • Plan and develop learning opportunities to respond to the needs of students including individual learning plans • Link to student support • Assess students through formative practices in order to understand how to best plan and deliver learning opportunities • Plan independent learning opportunities • Work with a student one-on-one, to support their learning

2. Know the content and how to teach it	
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	**SOME Examples may be:** • Demonstrate knowledge of curriculum area(s) • Engage with students in authentic and rich learning opportunities • Apply relevant curriculum standards • Engage students through a variety of pedagogical approaches and strategies • Clearly articulate learning outcomes and expectations • Teach with clarity, flow, and pace to engage students
2.2 Organise content into an effective learning and teaching sequence.	**SOME Examples may be:** • Apply and demonstrate knowledge of relevant curriculum standards/ syllabus • Be able to articulate how learning is sequenced and relevant to curriculum standards /syllabus to students, parents, colleagues, etc. • Design learning opportunities and programs/units of work • Plan and implement ongoing thinking, inquiry and questioning • Differentiate learning opportunities
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	**SOME Examples may be:** • Design a variety of relevant assessment tools and strategies • Apply a variety of assessment approaches • Use assessment to inform development of learning opportunities • Use assessment to inform how you work with a student • Develop logical sequences of assessment • Ensure sequential skill development • Differentiate assessment opportunities
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	**SOME Examples may be:** • Demonstrate integrity, empathy and ethical attitudes that respects Aboriginal and Torres Strait Islander histories, cultures and languages • Incorporate relevant content that respects Aboriginal and Torres Strait Islander histories, cultures and languages • Build on prior knowledge • Seek assistance and support in how to respect Aboriginal and Torres Strait Islander histories, cultures and languages

2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	**SOME Examples may be:** • Seek assistance and support • Ensure instruction is explicit and clear • Support students who require extras assistance in literacy and numeracy • Apply a variety of literacy and numeracy teaching strategies and their application in teaching areas • Plan for and know what is required for literacy and numeracy teaching strategies and their application in teaching areas
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	**SOME Examples may be:** • Integrate ICT meaningfully and access a variety of devices, platforms and tools • Learn with and from students while using ICT for learning opportunities • Plan for and know what is required while Implementing teaching strategies for using ICT to expand curriculum learning opportunities for students • Seek assistance and support • Be open to exploring different ICT • Develop students confidence with ICT • Develop students digital literacy
PROFESSIONAL PRACTICE	
3. Plan for and implement effective teaching and learning	
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	**SOME Examples may be:** • Plan well sequenced and paced learning opportunities that support students to strive to be their best • Plan and enact well developed goals for supporting learning and learners • Develop lesson plans with detail that is clear and articulate to address different learners needs • Plan for and enact clear goals that are realistic, authentic and measurable
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	**SOME Examples may be:** • Plan well sequenced and paced learning opportunities that support students diverse learning needs • Develop learning opportunities that are not just based on content but also practical and skill based • Create interesting and varied lessons • Create and plan for diverse learning opportunities across a broad range of areas • Plan for and implement a variety of resources and pedagogical approaches

3.3	Include a range of teaching strategies.	**SOME Examples may be:** • Create and plan for diverse learning opportunities across a broad range of areas catering for individual, small group and whole class experiences • Plan for and implement a variety of resources and pedagogical approaches • Plan for and enact a variety of learning opportunities that use a variety of teaching approaches that are new and less familiar
3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	**SOME Examples may be:** • Plan for and implement a variety of resources and pedagogical approaches including ICT • Link to a variety of teaching resources across the setting • Support students use of ICT • Scaffold students critical thinking about ICT resources • Support students' digital literacy • Provide opportunities for students to lead ICT learning opportunities
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	**SOME Examples may be:** • Use voice effectively in the classroom • Experiment with a variety of pedagogical approaches for verbal and non-verbal communication • Explore cooperative teaching and learning strategies • Modify pedagogical approached according to students needs
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	**SOME Examples may be:** • Plan, reflect, review and evaluate teaching strategies and learning opportunities you have delivered • Plan, reflect, review and evaluate teaching strategies and learning opportunities others' have delivered • Collect a variety of evidence (student voice, work samples, mentor feedback, etc.) to support evaluation of learning opportunities • Regularly discuss and evaluate teaching with your mentor • Gather input into how others evaluate their teaching

3.7 Describe a broad range of strategies for involving parents/carers in the educative process.	**SOME Examples may be:** • Provide time for parents/carers and children to discuss learning and areas of celebration or need for improvement • Provide timely feedback through a variety assessment practices • Utilise the settings communication strategies for communication with parents/carers • Gather appropriate work samples • Collate learning stories and share with parents/carers
4. Create and maintain supportive and safe learning environments	
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	**SOME Examples may be:** • Plan for and use a variety of strategies to cater for learning • Plan for and enact a variety of strategies in learning opportunities to include students • Be aware of learning needs that can hinder learner's engagement • Develop personal learning plans for students that promote their participation and engagement • Respect students' needs and ways of learning
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	**SOME Examples may be:** • Implement effective time management • Set clear goals with students about expectations • Plan together what a safe and engaging learning space is • Establish clear guidelines • Model clear values such as ethical behaviour, trust, respect, non-judgemental thinking, respect of different perspectives, care, open-mindedness, and so on
4.3 Demonstrate knowledge of practical approaches to manage challenging behavior.	**SOME Examples may be:** • Establish clear guidelines • Model a variety of techniques for managing challenging behaviour • Apply clear guidelines during learning activities to support expression of varying perspectives • Explore different roles when working in a group

4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	**SOME Examples may be:** • Be able to identify risks and consistently remind students of safe engagement with each other • Establish clear guidelines • Model a variety of techniques for managing challenging behaviour • Establish clear routines in the learning environment • Establish a caring attitude towards students' wellbeing needs • Communicate clearly and effectively, explaining why safety is paramount • Demonstrate discipline based safety across a variety of learning spaces • Plan for and implement safe learning opportunities on incursion, excursions or camps
4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	**SOME Examples may be:** • Demonstrate an understanding of safe ICT use • Scaffold students' ability to engage with ICT in safe and respectful ways • Model responsible and safe ICT use • Use ICT programs, platforms and devices safely • Seek out the settings ethical and permission levels for publishing of student work in online spaces
5. Assess, provide feedback and report on student learning		
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	**SOME Examples may be:** • Evaluate and analyse assessment tools and practices • Demonstrate an understanding in practice of a variety of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning • Consult with mentor and colleagues on approaches to assessment to meet needs • Implement a variety of assessment practices
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	**SOME Examples may be:** • Provide feedback in a timely manner • Provide feedback connected to the learning objectives and curriculum syllabus • Provide specific feedback to support ongoing learning • Provide feedback in a way that is constructive and supportive

5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	**SOME Examples may be:** • Maintain meaningful and accurate records on student progress • Collect samples of student work • Annotate samples of student work to indicate progress, goals, future learning • Moderate assessment with colleagues
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	**SOME Examples may be:** • Discuss with colleagues and mentor effectiveness of learning opportunities to support best practice • Moderate assessment with colleagues • Modify lessons and units • Gather a variety of evidence to support the interpretation of student assessment data to evaluate student learning and modify teaching practice
5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	**SOME Examples may be:** • Use appropriate language in communication • Take time to communicate regularly • Provide constructive feedback that is accurate and appropriate • Provide feedback on celebrations, achievements, and growth in learning • Document issues and areas to be addressed • Document any communication with parents/carers • Attend parent/carers – teacher interviews
PROFESSIONAL ENGAGEMENT	
6. Engage in professional learning	
6.1 Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	**SOME Examples may be:** • Participate in regular discussions across multiple spaces and roles about the expectations of the standards • Seek assistance and advice on how to progress with the standards in your professional growth • Reflect upon the standards in relation to professional growth • Demonstrate self-awareness of teaching performance in accordance to the standards

6.2	Understand the relevant and appropriate sources of professional learning for teachers.	**SOME Examples may be:** • Participate in professional learning regularly • Undertake diverse professional development to support professional growth • Demonstrate willingness to work collaboratively with colleagues as part of a team to develop professionally • Display a willingness to seek and listen to feedback for professional growth
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	**SOME Examples may be:** • Display a willingness to seek and listen to feedback for professional growth • Be open to feedback that pushes you forward • Reflect upon and develop self-awareness and self-evaluation of professional growth in areas that need improvement • Apply reflective and metacognitive thinking • Seek assistance • Display willingness to act upon advice and feedback
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	**SOME Examples may be:** • Plan, reflect, review, and evaluate teaching and learning strategies and learning opportunities • Use evidence to engage in regular planning, reflection, review, and evaluation of teaching and learning strategies and learning opportunities • Respond to professional advice and feedback • Be open to exploring a variety of pedagogical approaches • Continue to grow and be flexible in your approaches to teaching
7. Engage professionally with colleagues, parents/carers and the community		
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	**SOME Examples may be:** • Display awareness of the code of ethics and conduct for the teaching profession • Display awareness of mandatory reporting • Participate in regular professional development • Attend meetings and briefings regularly • Enact the code of conduct • Cooperate respectively with colleagues • Meet the attendance and time requirements of the setting

7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	**SOME Examples may be:** • Promptly report and action confidential matters to mentor • Keep records safe and secure • Maintain records • Display awareness of mandatory reporting • Seek advice on critical moments and incidents • Be confidential at all times • Protect the setting, students and colleagues you work with by not talking about them outside of Professional Experience
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	**SOME Examples may be:** • Communicate with parents/carers in a professional manner • Refer sensitive matters to the mentor • Demonstrate empathy and sympathy to parents/carers • Listen to parents/carers • Document all communication with parents/carers
7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	**SOME Examples may be:** • Participate in professional learning regularly • Undertake diverse professional development to support professional growth • Display a willingness to share new knowledge • Apply new knowledge to practice • Engage in networks related to teaching to support professional growth

Role and responsibilities of the Professional Experience Office (on campus) and Placements Support Team (online) are to:

- Coordinate the placement of students in the appropriate education setting (on campus)
- Support students in coordinating a placement in an appropriate education setting (online)
- Assist with the organisation and support of placements
- Provide Preservice Teachers and education settings with information pertinent to the Professional Experience placement
- Maintain a record of required documentation
- Provide a point of contact for the education setting and Preservice Teacher if problems arise in a Preservice Teacher's Professional Experience
- Provide Professional Experience claim form payments to education settings
- Communicate with all education settings who have accepted a Swinburne student
- Provide support for the Mentor Teacher, Preservice Teacher Coordinator and Professional Experience Tutor (on campus) / eLearning Advisor (online) when required in addressing the assessment and reporting procedures.
- Liaise with the Director of Professional Experience and/or Chair of Education (on campus) / Professional Experience and Relationships Coordinator and/or Lead Unit Coordinator (online) to facilitate further action and support as required.

SWINBURNE ON CAMPUS CONTACT - *Professional Experience Office*

Mentor Teachers and Preservice Teachers can contact the Professional Experience Liaison Officers and/or the Professional Experience Manager if questions arise during placements.

Monday to Friday: 9:00am – 4:30pm

Contact: Professional Experience Team

Email: eduplacements@swin.edu.au

Phone: 9214-5788

SWINBURNE ONLINE CONTACTS - *Support during placements*

Mentor Teachers and Preservice Teachers can contact the Placements Support Team and/or eLearning Advisor if questions arise during placements.

Monday to Friday: 8:00am – 9:00pm

Saturday/Sunday: 10:00am – 6:00pm

Email: help@swinburneonline.com

Phone: 1300 YES SOL (1300 937 765)

Professional Experience Tutor/eLearning Advisor

Preservice Teachers will be further supported throughout their studies by a Professional Experience Tutor or eLearning Advisor. Preservice Teachers undertaking Professional Experience are officially enrolled in a Course Unit. Preservice Teachers will be allocated to a small group of students and assigned a Professional Experience Tutor or eLearning Advisor, who will be suitably academically qualified and have appropriate Professional Experience. The Professional Experience Tutor or eLearning Advisor may facilitate the development of a learning community online, communicating through your online classroom, via announcements, discussion boards, chat sessions, email and collaborate sessions, as well as through blogs and Wikis as appropriate.

The Professional Experience Tutor or eLearning Advisor is responsible for ensuring that Preservice Teachers enrolled in Swinburne Professional Experience units enjoy a high quality and positive learning experience.

Preservice Teachers will be in regular contact with their Professional Experience Tutor or eLearning Advisor throughout the Professional Experience placement to discuss teaching matters. The Professional Experience Tutor or eLearning Advisor will:

- Provide general information regarding placements and general enquiries with professional placements experience
- Provide assistance with the interim and final assessment reports
- Maintain academic oversight over the Professional Experience Unit
- Be in regular communication with the Preservice Teacher during the Professional Experience
- Make direct email contact as required with all Preservice Teachers during the Professional Experience
- Encourage and support the Preservice Teacher's critical reflections on their Professional Experience
- Facilitate group discussion on the professional context within which teachers work
- Foster an online community of practice among Preservice Teachers undergoing the Professional Experience
- Provide support and advice in relation to problems encountered during the Professional Experience
- Assist with the development of strategies and ensure that the Preservice Teacher is clear about the area/s of concern and how to address this should they be deemed to be having difficulties
- Visit the school or education facility (if required) in order to support the placement (on campus) or via web conferencing (online)

EDUCATION SETTING ROLES

Principal

Principals in schools have overall responsibility for all areas of operation of the education setting. Preservice Teachers are under the administrative responsibility of the Principal. The Principal is responsible for accepting Swinburne Preservice Teachers for Professional Experience.

Preservice Teacher Coordinator

The Preservice Teacher Coordinator, when available (otherwise the Principal or Mentor Teacher) coordinates and oversees the running of Professional Experience within the education setting. Their responsibilities in welcoming a Preservice Teacher to the education setting include:

- Liaising with Swinburne University via the Professional Experience Team or with your eLearning Advisor at Swinburne Online
- Being familiar with and understanding the requirements of the Professional Experience and communicating this to Mentor Teacher(s)
- Inducting the Preservice Teachers into the setting, including introduction to the staff, providing information about any responsibilities, internet access, parking arrangements etc.
- Explaining appropriate procedures for using resources, computers, photocopiers, cameras, telephones etc.
- Briefing Preservice Teachers on policies and procedures related to the Professional Experience
- Explaining legal obligations during Professional Experience placement
- Informing Preservice Teachers of the Occupational Health & Safety policies used in the setting
- Providing opportunities to attend staff meetings and other relevant professional activities occurring during Professional Experience placement when possible
- Arranging opportunities to observe other classes and specialist areas within the education setting when possible
- Monitoring the progress and welfare of Preservice Teachers
- Ensuring that the Professional Experience Interim Report Form required for all Professional Experience units (except EDU30003) is completed by the Mentor Teacher at the mid-point of the Professional Experience and submitted
- Ensuring that the Professional Experience Final Report is completed, discussed with and copied for the Preservice Teacher and submitted by the education setting to Swinburne Professional Experience Office (on campus)/ eLearning Advisor (online), within the timeframes communicated
- Contacting Swinburne University's Professional Experience Office (on campus) or Placements Support Team (online) if a Preservice Teacher fails to attend (without notice), is absent for more than two days, is likely to receive an unsatisfactory report or is experiencing difficulties
- Ensuring that the Professional Experience Preservice Teacher Supervision Claim Form for payment is submitted to Professional Experience Office (on campus) or Placements Support Team (online) within one week of the Professional Experience being completed.

Mentor Teacher

Professional Experience provides Preservice Teachers with the opportunity to work closely with practitioners who are willing to share their work as practicing teachers and members of the wider

education community.

The Mentor Teacher is the professional in the education setting who works collaboratively with the Preservice Teacher during the Professional Experience. The Mentor Teacher is responsible for monitoring progress, giving feedback and assessing performance.

The Mentor Teacher has a vital role in fostering the professional learning of Preservice Teachers. **Preservice Teachers are expected to make a preliminary visit to the school** in which they are about to undertake their Professional Experience. At this visit the Mentor Teacher should:

- Provide Preservice Teachers with relevant background information
- Inform them of the teaching programs and management policies and procedures
- Outline the expectations for planning and preparation
- Inform them of the available resources and specialist assistance

Mentor Teachers will focus on the professional learning of Preservice Teachers and monitoring their progress against the Australian Professional Standards for Graduate Teachers. Mentor Teachers will support and encourage Preservice Teachers to gain optimum benefit from their Professional Experience. The Mentor Teacher is responsible for observing and guiding the day to day experience, including:

- Completing an Interim Report Form required for all Professional Experience units at the midway point of the Professional Experience (except 10 day EDU30003 placement). The Interim Report requires assessment of progress against the Australian Professional Standards for Teachers (Graduate). A Support Plan must be completed and submitted by the Mentor Teacher simultaneously if the Preservice Teacher is making unsatisfactory progress, identified as a cause for concern.

- Completing the Professional Experience Final Report at the end of the Professional Experience which includes assessment of progress against the Australian Professional Standards for Teachers (Graduate).

Mentor Teachers are asked to consider the extent to which the Preservice Teacher is assuming the professional responsibilities of a graduating teacher. The Preservice Teacher's Professional Experience folder should be a complete record of the Professional Experience, with all documentation/evidence of specific Professional Experience expectations (arranged in an organised and indexed manner) and can be used to inform the assessment made. In discussing the Final Report with the Preservice Teacher; the Mentor Teacher is responsible for:

- Giving the Preservice Teacher opportunity to read, discuss and sign the Final Report before it is submitted to Swinburne University Professional Experience Team or eLearning Advisor at Swinburne Online
- Submitting this report to the Preservice Teacher Coordinator or directly to the Professional Experience Team or eLearning Advisor at Swinburne Online in a timely manner.

If a Pre-Service Teacher's Mentor Teacher should be away or on leave for more than three days, a new Mentor within the setting must be assigned to support the Pre-Service Teacher. Where a new Mentor cannot be assigned, the school must provide written support for the Pre-Service Teacher and fill-in Mentor Teacher.

Mentor Teachers should note that Preservice Teachers do not have legal responsibility for

students and therefore should never be left unsupervised.

Selection of a Mentor Teacher

The education setting is required to select an appropriate Mentor Teacher(s) for a Preservice Teacher's professional experience. Mentor Teachers:

- must not be a family member or close friend of the Preservice Teacher
- must not have previously acted as a Mentor Teacher for the Preservice Teacher
- Mentor Teachers must be fully registered with the applicable State Registration Body (e.g. VIT)

Payment to Education setting for supervision of the Preservice Teacher

Payment is for the overall supervision of the Preservice Teacher.

The Swinburne University model is to pay the education setting directly and expects the school to distribute the payment to the Preservice Teacher Coordinator and/or Mentor Teacher. Mentor payments will not be processed until the Interim and Final Report have been submitted to Swinburne University.

Expectations of the Preservice Teacher

To complete Professional Experience units successfully Preservice Teachers will:

- Ensure they have a current Child Safety Screening
- Make themselves aware of the Professional Experience setting's opening and closing hours for both students and teachers and attend for the times agreed
- Ensure that they adhere to the Professional Experience setting's policy for dress and professional behaviour
- Ensure that their Mentor Teacher has all required forms and documents relating to the placement
- Adequately prepare for specific Professional Experience expectations and provide the Mentor Teacher with written plans for all lessons at least one day before these are scheduled
- Become fully involved in the life of the educational setting where they are completing their professional experience, including staff meetings, yard duty, curriculum meetings, parent-teacher meetings and professional development activities when permitted
- Observe a significant number of lessons, interactions and teaching techniques of their Mentor Teacher and other teachers;
- Participate in a range of activities in the education setting where they are placed, including for example assisting with productions, sports programs, special events and celebrations, excursions and professional development
- Undertake collaborative or team-teaching if possible
- Discuss the Interim Report with their Mentor Teacher
- Discuss the Final Report with their Mentor Teacher
- Ensure you discuss the placement expectations and requirements pack with your MT and PSTC
- Develop a comprehensive Professional Experience Portfolio

The Professional Experience Portfolio can include:

- Teaching resources, aids and ideas
- Lesson plans, written comments, feedback and personal reflections on all aspects of the Professional experience placement
- Copies of handbooks, policies and procedures and curriculum documents

- A collection of resources
- Evidence in a variety of formats

It is the Preservice Teacher's responsibility to ensure that records of specific Professional Experience expectations are maintained in the Professional Experience folder and made available to the Mentor Teacher and/or Preservice Teacher Coordinator upon request.

NOTE: It is vital to make the most of opportunities available during the Professional Experience to observe and learn from other teachers.

Professional Experience Assessment Reporting and Documentation Process

General Assessment Information

Professional Experience is a critical component of the Education courses offered at Swinburne. Professional Experiences are designed to be completed sequentially to enable Preservice Teachers to build on earlier teaching/learning experiences and develop their professional skills and knowledge. The Professional Experience has a formal academic assessment component that must be completed successfully in order for Preservice Teachers to complete the course.

The documents and assessment reports for submission during a professional placement experience are as follows:

Mid-point of Professional Experience Placement (except 10 day EDU30003 placement)

- Interim Report Form
- Support Plan (if required)

End of Professional Experience Placement

- Final Report
- Claim Form for payment

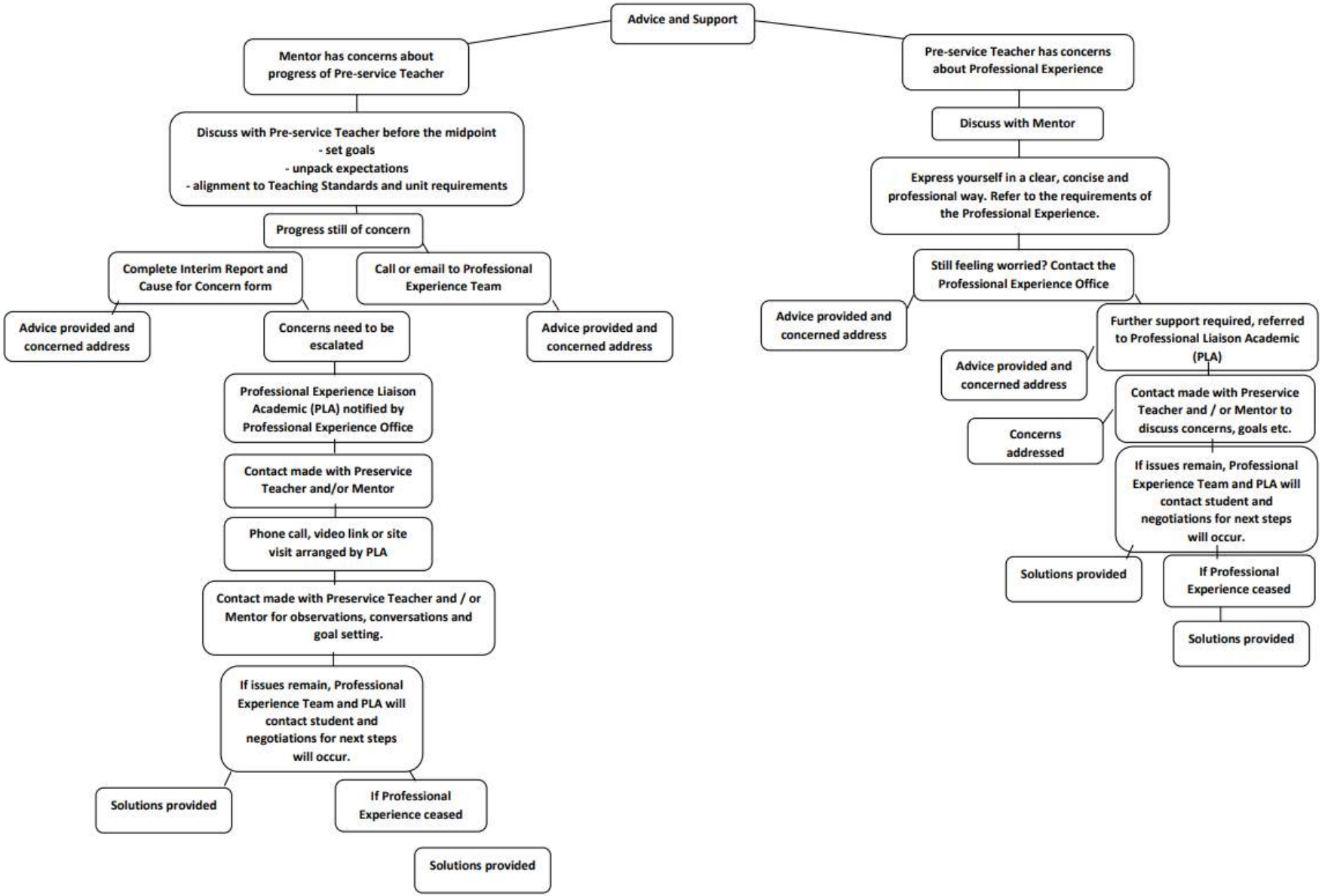
At the conclusion of each Professional Experience the Mentor Teacher is responsible for the assessment against the Australian Professional Standards for Teachers (Graduate) and for completing the Professional Experience Final Report. The assessment reports and (where required) support plans will need to be completed in consultation with the education setting and the Preservice Teacher.

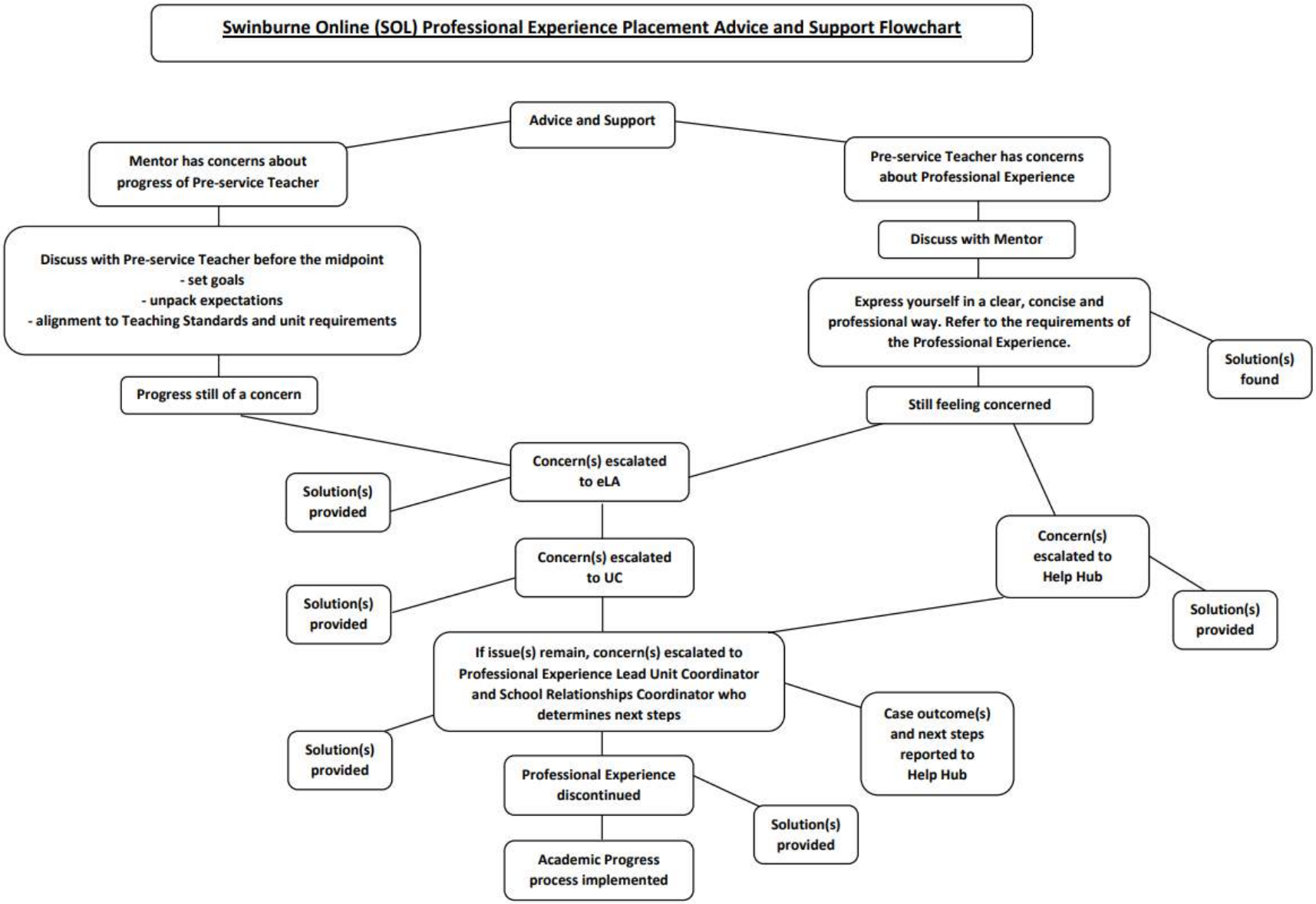
In addition to receiving a satisfactory grade for Professional Experience, students must pass the theory component. Students are required to pass both theory and placement in order to pass a Professional Experience Unit.

Support process for Preservice Teacher and Mentor Teacher

The following flow charts provides advice and clear steps for any concerns that may occur from the perspective of the Preservice Teacher or Mentor Teacher:

Swinburne On-Campus (SUT) Advice and Support Flowchart




Swinburne Online (SOL) Professional Experience Placement Advice and Support Flowchart
Advice and Support
Mentor has concerns about progress of Pre-service Teacher
Pre-service Teacher has concerns about Professional Experience
Discuss with Pre-service Teacher before the midpoint
- set goals
- unpack expectations
- alignment to Teaching Standards and unit requirements
Discuss with Mentor
Express yourself in a clear, concise and professional way. Refer to the requirements of the Professional Experience.
Solution(s) found
Progress still of a concern
Still feeling concerned
Concern(s) escalated to eLA
Solution(s) provided
Concern(s) escalated to UC
Concern(s) escalated to Help Hub
Solution(s) provided
Solution(s) provided
If issue(s) remain, concern(s) escalated to Professional Experience Lead Unit Coordinator and School Relationships Coordinator who determines next steps
Case outcome(s) and next steps reported to Help Hub
Solution(s) provided
Professional Experience discontinued
Solution(s) provided
Academic Progress process implemented

Assessment Process of Professional Experience

The Mentor Teacher's role is essentially that of assessing, educating and supporting Preservice Teachers in achieving confidence and competence in the teaching setting, their interactions with students and in inducting them into the teaching profession. This includes assisting with planning and giving continual feedback. Mentor Teachers need to provide Preservice Teachers with verbal and/or written feedback, focusing on particular teaching competencies as well as teaching as a whole. Whether feedback is verbal or written is at the discretion of the Mentor Teacher and the Preservice Teacher. Feedback from lesson observations can be added to the Lesson Plan Template provided to you through the unit content.

The Mentor Teacher has the responsibility for assessing whether the Preservice Teacher's performance in the Professional Experience is adequate for a graduating teacher, assessed against Australian Professional Standards for Teachers (Graduate). All assessment reports will be made available via a formal communication process for each professional experience.

Mid-way through the Professional Experience Placement, completion of an **Interim Report Form** is required for all Professional Experience units (except 10 day EDU30003 placement). If the Preservice Teacher is not likely to meet all of the standards and/or fail the Professional Experience, a **Support Plan** must be completed and submitted to the Professional Experience Team simultaneously with the Interim Report. A **Final Report** is completed on the last day of Professional Experience. These reports must be discussed with the Preservice Teacher.

The individual reports for each Professional Experience placement are based on the Graduate Standards that best reflect the knowledge and professional expectations for that particular stage of the program. Examples of evidence are included within the reports to act as a guide for Mentor Teachers and Preservice Teachers. The expectations will become greater as Preservice Teachers progress through the course.

As Mentor Teacher's and Preservice Teacher's knowledge and understanding of the Australian Professional Standards for Teachers (Graduate) develops, consistency and equity of teaching and assessment of Preservice Teachers will improve.

In addition to this, there are a number of national organisations that provide resources to help both Mentor Teachers and Preservice Teachers develop their knowledge and understanding of the Australian Professional Standards for Teachers (Graduate) and their use in assessing Preservice Teachers. These are available at the following websites:

The Australian Professional Standards for Teachers website provides illustrations of practice https://www.aitsl.edu.au/teach/standards

Project Evidence website offers extensive material to assist with the assessment process http://teacherevidence.net/.

Assessment policies and procedures

Education courses are offered within the framework of the assessment policies and procedures of Swinburne University of Technology[1].

[1] Policies & Procedures @ Swinburne https://www.swinburne.edu.au/about/leadership-governance/policies-

Formative Assessment

Mentor Teachers may need to judge what a Preservice Teacher should be capable of in a particular class at a particular stage of their training. Not all classes are equally manageable or equally engaged, and it may be appropriate to give a Preservice Teacher limited tasks in the early stages of their teaching experience.

In their first Professional Experience, Preservice Teachers will be doing a lot of observation, both of their Mentor Teacher and of other teachers. At the beginning they may be given responsibility for brief teaching episodes and for working with individuals and small groups, rather than taking complete lessons. They gradually need to extend their experience to a full class. In their final Professional Experience, Preservice Teachers will need to be able to demonstrate their ability to take full responsibility for a required number of days.

Interpreting the level of performance is directly related to the stage of development of the Preservice Teacher. Expectations of a Preservice Teacher's performance in their first or final Professional Experience will be different. Consequently, it is necessary to take into consideration the stage of training the Preservice Teacher is at and the units that they have completed so far in their course. It is important to make judgements based on the evidence demonstrated by a Preservice Teacher who is still learning both the roles and the skills they need.

Sometimes the Preservice Teacher's lack of experience and skills in managing a group of children will overshadow the evidence that they are learning to teach. It is important to have a realistic expectation of a Preservice Teacher who has had little time to develop a relationship with the students. However, we do expect that they will make every effort to design engaging lessons or learning experiences that will achieve a well-managed group. We also expect that they will try to follow the education settings management strategies and those modelled by the teachers they observe during the Professional Experience. However, we do not expect they will exhibit the confidence and expertise that comes with years of experience.

Throughout Professional Experience, Preservice Teachers should receive regular verbal and/or written feedback informing them of their progress. Feedback about lesson or learning experience observations can be added to the Lesson Plan. Preservice Teachers should be made aware of any aspects of performance needing improvement as soon as they arise, so they can make the necessary changes.

Successful completion of program

Preservice Teachers must satisfactorily complete all units in order to graduate. They must also satisfactorily complete all of the required days of supervised teaching practice and readiness to teach at graduate level before becoming eligible to graduate. Preservice Teachers who fail Professional Experience through lack of the skills or personal attributes required for teaching will not be permitted to proceed.

Preservice Teachers must satisfactorily complete all units in order to graduate. They must also satisfactorily complete all of the required days of supervised teaching practice before becoming eligible to graduate. Students who fail Professional Experience will be required to Show Cause as part of Swinburne University's Academic Progress Policy (http://www.swinburne.edu.au/about/leadership-governance/policies-

regulations/policies/assessment-results/

regulations/policies/academic-progress/), and will be subject to conditions imposed on enrolment if they are permitted to continue with their program.

At the successful conclusion of the final supervised Professional Experience, Preservice Teachers will be signed off as 'ready-to-teach' by their educational setting-based supervisor and are able to apply for registration with the appropriate state or federal teacher registration body.

Achieving this recognises that the graduate:

- Can function effectively as a beginning teacher in government and non-government schools
- Meets the Australian Professional Standards for Teachers (Graduate)

Interim Report Form

Completion of an **Interim Report Form** is required for all Professional Experience units (except 10 day EDU30003 placement) at the mid-way point of the Professional Experience. The Interim Report is a means of sharing feedback and an understanding of progress with the Preservice Teacher. The Interim Report Form requires assessment of progress against the Australian Professional Standards for Teachers (Graduate) and a discussion of this report.

The Interim Report Form must be completed in collaboration with the Mentor Teacher and Preservice Teacher and signed off by the Mentor Teacher. The Interim Report Form is submitted by the Mentor Teacher at the midpoint of the Professional experience placement to the Swinburne University Professional Experience Team (on campus) or eLearning Advisor (online).

The Professional Experience setting should also keep a copy of the report for their records. If the Preservice Teacher is assessed with a cause for concern, the Mentor Teacher should complete the Support Plan in collaboration with the Professional Experience Tutor or eLearning Advisor (eLA`) and submit the **Interim Report marked with cause for concern and Support Plan**. It is required that the Preservice Teacher is kept informed through all stages of assessment, including the Interim report and any cause for concerns.

Support Plan (students making Unsatisfactory progress)

The Support Plan is used when a Preservice Teacher is not meeting the requirements of Professional Experience. If the Mentor Teacher considers that the Preservice Teacher is at risk of failing to achieve the desired outcomes, the Professional Experience Team or eLearning Advisor (Online) should be contacted in the first instance.

It is essential that the Preservice Teacher be informed as early as possible in their Professional Experience about the areas where the Mentor Teacher has concerns. Early notification (both verbally and written) reinforces the expectations of the specific Professional Experience and creates opportunities for the Preservice Teacher to address the areas of concern.

If it appears that Preservice Teachers could be at risk of not meeting requirements by the end of the supervised Professional Experience Placement period, the Professional Experience Team (on campus) or eLearning Advisor (online) should be notified immediately. Cause for concern should be flagged on the interim report and a cause for concern and Support Plan is to be completed by the Mentor Teacher and returned to Swinburne University Professional Experience Office (On Campus) or eLearning Advisor (Online). This interim report clearly and precisely documents areas of

concern and improvements needed and is the focus of a discussion between the Preservice Teacher and the Mentor Teacher. The report and corresponding Support Plan should be developed in consultation with the Preservice Teacher, Mentor Teacher and the Unit/Course Convenor (on campus) / eLearning Advisor or Unit coordinator (online).

Once the Cause for concern is flagged on the Interim Report Form and Support Plan has been completed, a Swinburne representative will respond and make a suitable time arrangement for the Unit/Course Convenor (On Campus) or eLearning Advisor and or Unit Coordinator (Online) to discuss and provide further support as negotiated with the education setting. A cause for concern on the Interim Report Form is a warning of areas that need to be improved. A visit or phone call (on campus), or phone call or web conference (online) may be organised during this time if requested by the setting. It does not automatically mean failure.

Copies of the Interim report with cause for concern and support plan will be provided to:

- the Mentor Teacher
- the Preservice Teacher
- the Professional Experience Team (on campus) or eLearning Advisor (online)

Note: The report will not be recorded on the Preservice Teachers' Academic Transcript.

Where possible, Preservice Teachers who are not meeting the requirements should be identified early. It is important for Preservice Teachers to have an opportunity to consult with their Mentor Teacher to develop strategies for improvement. Preservice Teachers should view the Interim Report and Support Plan as a way of identifying areas for improvement, support strategies and ensuring that the Final Report of the Professional Experience is Satisfactory.

In exceptional circumstances Preservice Teachers may be deemed Unsatisfactory in a Professional Experience without first being identified as cause for concern, or after an Interim Report was completed with a satisfactory result or working towards. It is important to document any serious concerns, complete the Support Plan attached to the Professional Experience Interim and Final Report and notify the Professional Experience Team (on campus) eLearning Advisor (online) immediately.

Stages of reporting Unsatisfactory progress

Phase 1- Reporting unsatisfactory progress

Reporting concerns to the Professional Experience Team (on campus) eLearning Advisor (online) and completing the Interim Report Form and Support Plan promptly are important elements of the process of supporting Preservice Teachers who are not making satisfactory progress. The Support Plan should articulate clearly the areas of concern and make recommendations for improvement.

The following are some examples of when a Support Plan should be completed:

- Failure to respond to feedback or directions from their Mentor Teacher
- Lack of evidence of progressing to meet the expectations for the Professional Experience they are currently undertaking
- Breaches of the policies of the Professional Experience setting or of Swinburne University of Technology Policies & Procedures[2]

[2] Policies & Procedures @ Swinburne https://www.swinburne.edu.au/about/leadership-governance/policies-regulations/policies/assessment-results/

- Significantly poor or inappropriate communication with students, families and/or other staff
- Failure to provide adequate plans for teaching to the Mentor Teacher in advance
- Unprofessional or unethical behaviour
- Attitudes and behaviour that reflect disinterest in teaching as a profession

It is recognised that with support most Preservice Teachers will go on to improve and demonstrate evidence of development in the areas of concern.

Phase 2 - Reporting unsatisfactory progress

If within the outlined timeline the Preservice Teacher continues to make unsatisfactory progress, the Mentor Teacher, Preservice Teacher and the Professional Experience representative (on campus) eLearning Advisor and or Unit Coordinator/Lead Unit Coordinator (online) will discuss the areas of concern and determine possible reasons for lack of progress.

Depending on the issues identified the Unit/Course Convenor may arrange to visit the school/centre (on campus) and observe the Preservice Teacher or using technologies, the Professional Experience representative (On Campus) or Unit Coordinator (online) may mediate a meeting via phone or video conference.

If there is no improvement an Unsatisfactory grade will be on the Final report and a fail for the unit will be awarded for the Professional Experience. The Professional Experience/Appeals Committee will decide if the Preservice Teacher can undertake a repeat of the Professional Experience. If a repeat Professional Experience is denied because of the Preservice Teacher's inability to satisfy the Professional Experience requirements of the course, they will be advised of alternative options for tertiary study.

If a Preservice Teacher has completed the expectations for the Professional Experience they will pass the Professional Experience and not be determined as an 'Unsatisfactory' Preservice Teacher for the next Professional Experience.

The cause for concern raised on the interim report will not be recorded on the Preservice Teacher's academic transcript.

Final Assessment Report

The Final Report should consider the level expected for the specific Professional Experience and reflect the Preservice Teacher's demonstrated level of performance in each of the relevant Australian Professional Standards for Teachers (Graduate). It should clearly articulate areas of strength as well as areas for improvement.

We place great faith in the Mentor Teacher's professional judgement and request an honest appraisal of the Preservice Teacher's progress and final assessment. Considering the level expected for the particular Professional Experience, Mentor Teachers are asked to make a professional judgement and assess the overall performance of the Preservice Teacher.

For each of the standards, Preservice Teachers will be assessed as:

- **0 Not demonstrated** the student has not demonstrated the professional standard at a relevant level**. If a Preservice Teacher is awarded a 0 for any of the standards they must receive an UNSATISFACTORY overall result.**

- **1 Demonstrated occasionally** the student has been able to demonstrate the professional standard at a relevant level, albeit occasionally. It is accepted that Preservice Teachers enrolled in EDU10023/EDU10001/EDU20006/EDU60015 may mostly reflect this level in their interim and final assessments.
- **2 Demonstrated regularly** the student has demonstrated the professional standard regularly during their professional experience. It is accepted that Preservice Teachers enrolled in EDU20023/EDU30003/EDU30015/EDU70012may mostly reflect this level in their interim and final assessments.
- **3 Demonstrated consistently** the student has consistently demonstrated the Professional standard throughout their professional experience. It is accepted that Preservice Teachers enrolled in EDU30032/EDU40005/EDU40006/EDU40012/EDU80015 may mostly reflect this level in their interim and final assessments.

Overall Performance will be assessed as:

- **Satisfactory**. A teaching performance that is satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Preservice Teacher has not received a 0 for any of the assessed Standards.
- **Unsatisfactory**. A teaching performance that is not satisfactory in assuming the professional responsibilities of a graduating teacher for this stage of practice. The Preservice Teacher has received a 0 for any of the assessed Standards and/or is deemed by the Mentor Teacher to be not achieving the required level for the stage of practice.
- **Not completed**. Teaching performance has not yet reached a satisfactory level for this stage due to exceptional circumstances and will be dealt with on a case to case basis.

Exceptional circumstances

As a last resort **Preservice Teachers can be withdrawn** from the education setting or school and the **Professional Experience terminated** at the request of the Principal/Director after consultation with the Professional Experience Team (on campus) or Professional Experience and Relationships Coordinator (online).

If in the Professional Experience Representative's (on campus) or eLearning Advisor/Unit Coordinator's (online) opinion is that the Preservice Teacher's conduct or performance in the placement has been Unsatisfactory, the Professional Experience Representative's (on campus) or Unit Coordinator/Lead Coordinator/Professional Experience and Relationships Coordinator (online) can terminate the Professional Experience placement.

If a Preservice Teacher is withdrawn from the placement on the grounds that they are deemed Unsatisfactory when assessed against the Australian Professional Standards for Graduate Teachers, then a fail grade will be awarded for the whole Professional Experience Unit regardless of results in theoretical aspects of the unit.

Procedure for submission of assessment reports

Swinburne - Interim Report Form, Final Report Form and the Support Plan (if required) can be submitted to the Professional Experience Team (on campus) using the electronic link provided in the placement confirmation documents or to the eLearning Advisor (online) by **email** must come directly from the Mentor Teacher or by the school/setting's Pre-service Teacher Placements Coordinator, **the student cannot submit this.**

The Interim Report Form and/or Support Plan (if required) is to be used for the formative discussion and progress report mid-way and will need to be submitted at the mid-way point of the Professional Experience. The Final Report is to be completed on the final day of the Professional Experience and signed off by the Preservice Teacher, the Mentor Teacher and/or the Preservice Teacher Placements Coordinator. It is recommended that the Mentor Teacher and Preservice Teacher Placements Coordinator retains a copy for the setting and provides the Preservice Teacher with a copy before submitting the final document/s to the Professional Experience Team (on campus) eLearning Advisor (online).

Pass grades cannot be finalised until the Final Report form is submitted to the Professional Experience Team (on campus) eLearning Advisor (online) and the required number of placement days have been successfully completed.

Appeals

If the Preservice Teacher feels that an action, inaction or decision has occurred that directly affects them is perceived to be unfair or unreasonable, then they have the right to make a student complaint. See Complaints, Reviews, Appeals and Feedback Policy for a full explanation of Swinburne University Policy.

SECTION 2: SPECIFIC INFORMATION RELATED TO COURSES AND PROFESSIONAL EXPERIENCE REQUIREMENTS

Swinburne offers courses in initial teacher education as following:

- Bachelor of Education (Early Childhood Teaching)
  Hawthorn local, international students
- **Bachelor of Education (Early Childhood Teaching) – Online Studies**
  Online local students
- **Bachelor of Education (Early Childhood and Primary)**
  Hawthorn local, international students
- **Bachelor of Education (Early Childhood and Primary) – Online Delivery**
  Online local students
- **Bachelor of Education (Primary)**
  Hawthorn local students
- **Bachelor of Education (Primary) - Online delivery**
  Online local students
- **Master of Teaching (Primary)**
  Hawthorn local students
- **Master of Teaching (Primary) - Online delivery**
  Online local students
- **Bachelor of Education (Secondary)**
  Hawthorn local students
- **Bachelor of Education (Secondary) / Bachelor of Arts**
  Hawthorn local students
- **Bachelor of Education (Secondary) / Bachelor of Business**
  Hawthorn local students
- **Bachelor of Education (Secondary) / Bachelor of Science**
  Hawthorn local students
- **Master of Teaching (Secondary)**
  Hawthorn local, international students
- **Master of Teaching (Secondary) – Online delivery**
  Online local students

This Handbook sets out the requirements of the Professional Experience components of ***each*** course at Swinburne.

The outlines provided are to be supplemented with the documentation received that includes:

- Mentor and Pre Service Teacher information sheets which answer the elements requiring verification
- Interim Report Form
- Final Report Form

Bachelor of Education (Early Childhood Teaching)

Hawthorn local, international students

Bachelor of Education (Early Childhood Teaching) - Online delivery

Online local students

COURSE ENROLMENT PLANNER

Bachelor of Education (Early Childhood Teaching)

BA-EDUECT

Recommended Sequence

Units are listed on your Course Planner in a recommended sequence. However this can be amended depending on unit availability, prerequisite requirements and the semester in which you commenced your course. Changes to this planner may extend the duration of your course.

Year One

Your First Semester	Your Second Semester
EDU10004 Theories of Teaching and Learning +12.5	ART10001 Academic Literacies +12.5
EDU10003 The World of Maths +12.5	EDU10006 Teaching & Learning in the 21st Century +12.5
EDU10002 Understanding Language and Literacy +12.5	EDU10007 Contemporary Perspectives of Learning & Dev. for Early Childhood +12.5
EDU10005 Indigenous Education and Perspectives +12.5	EDU10001 Introduction to Curriculum Planning and Assessment Practicum Behaviour +12.5

Year Two

Semester One	Semester Two
EDU20001 Developing Literacy +12.5	EDU20004 Understanding and Supporting Behaviour +12.5
EDU20002 Mathematics in Practice +12.5	EDU20053 Curriculum, Planning and Assessment - Practicum +12.5
Component +12.5	EDU30002 Science and Technology +12.5
Component +12.5	EDU30004 Wellbeing and Resilience +12.5

Year Three

Semester One	Semester Two
EDU30007 Imagining the World Through the Arts +12.5	EDU30005 Understanding and Supporting Inclusion +12.5
EDU30001 Imagining the World Through Language and Literature +12.5	EDU30006 Families, Community and Citizenship +12.5
EDU30003 Curriculum, Planning & Assessment for Infants: Practicum 3E +12.5	EDU40003 Identity: The Early Childhood +12.5
EDU40002 Educational Leadership, & Mgt a & Prog Assessment +12.5	EDU40001 The Health Active Child +12.5

Year Four

Semester One	Semester Two
EDU40021 Achieving High Quality Early Learning +12.5	EDU40004 Advocacy and Social Justice +12.5
EDU40020 Nature Pedagogies +12.5	EDU20005 Sustainable Education and Perspectives +12.5
EDU30062 Educational Leadership, & Mgt a & Prog Assessment +12.5	EDU40006 Ready to Teach Early Childhood: Practicum 5E +12.5
Component +12.5	Component +12.5

How to use your Course Planner

Refer to the below table to help explain what units are required each semester throughout your course. The units in your planner are colour coded to assist you with mapping out your studies.

Course Information and Requirements

Bachelor of Education (Early Childhood Teaching)
400 Credit Points

Core units
350 Credit points
A set of compulsory units you must complete as part of your Course.

Component Units
50 credit points
A standalone unit from any study area.

A Working With Children Check
All students must maintain a current Working with Children Check (from the appropriate State Authority) throughout the duration of the course.

Police Check
A Police Check may also be required by a school prior to placement.

FAQ's

How can I find which component units I can enrol in ?
Visit Bachelor of Education (Early Childhood Teaching) for elective options.

Where can I find out more about individual unit content (including requisites)?
Visit the Single Unit Search page

What's a full-time study load?
100 credit points (8 units per year)

What's a part-time study load?
50 credit points (4 units per year)

How can I find out when units are offered?
You can view unit availabilities before class registration opens at the University Timetable Planner

Where can I find what online units are available?
For a full listing of online unit go to Online Units.

The table above provides an overview of the course in context and does not represent the study plan sequence. For further information relating to individual Study Plans please visit https://www.swinburne.edu.au/app/web-course-planners/home/ or contact student administration.

Bachelor of Education (Early Childhood and Primary)

Hawthorn local, international students

Bachelor of Education (Early Childhood and Primary) - Online delivery

Online local students

COURSE ENROLMENT PLANNER

SWINBURNE UNIVERSITY OF TECHNOLOGY

Bachelor of Education (Early Childhood and Primary) BA-EDECP

Recommended Sequence
Units are listed on your Course Planner in a recommended sequence. However this can be amended depending on unit availability, prerequisite requirements and the semester in which you commenced your course. Changes to this planner may extend the duration of your course.

How to use your Course Planner
Refer to the below table to help explain what units are required each semester throughout your course. The units in your planner are colour coded to assist you with mapping out your studies.

Year One

Your First Semester		Your Second Semester	
EDU10004 Theories of Teaching and Learning	+12.5	ART10001 Academic Literacies	+12.5
EDU10003 The World of Maths	+12.5	EDU20002 Mathematics in Practice	+12.5
EDU10002 Understanding Language and Literacy	+12.5	EDU20001 Developing Literacy	+12.5
EDU10005 Indigenous Education and Perspectives	+12.5	EDU10001 Intro to Curriculum Planning and Assessment: Practicum 1	+12.5

Year Two

Semester One		Semester Two	
EDU20014 Social and Emotional Learning	+12.5	EDU20003 Contemporary Perspectives of Learning and Development	+12.5
EDU30014 Health and Physical Education	+12.5	EDU30005 Understanding and Supporting Inclusion	+12.5
EDU40002 Play and Environment	+12.5	EDU30006 Families, Community and Citizenship	+12.5
EDU30003 Curriculum, Planning & Assessment for Infants: Practicum 3E	+12.5	EDU40001 The Healthy and Active Child	+12.5

Year Three

Semester One		Semester Two	
EDU30002 Science and Technology	+12.5	EDU20005 Sustainable Education and Perspectives	+12.5
EDU20006 Curriculum, Planning and Assessment for Primary: Practicum 2	+12.5	EDU40008 Arts Education	+12.5
EDU40011 Teaching the Humanities	+12.5	EDU30007 Imagining the World Through the Arts	+12.5
EDU30011 Discovering Science	+12.5	EDU30059 Teaching Technologies	+12.5

Year Four

Semester One		Semester Two	
EDU30063 Teaching English	+12.5	EDU40004 Advocacy and Social Justice	+12.5
EDU30009 Mathematics in the Primary Classroom	+12.5	EDU40003 Identity: the Early Childhood Professional)	+12.5
EDU30062 Educational Leadership, and Management and Program Assessment	+12.5	Component	+12.5
EDU40005 Ready to Teach Primary: Practicum 4E	+12.5	EDU40006 Ready to Teach Early Childhood: Practicum 5E	+12.5

Course Information and Requirements
Bachelor of Education (Early Childhood and Primary)
400 Credit Points

Core units
307.5 Credit points
A set of compulsory units you must complete as part of your Course.

Component Units
12.5 credit points
A standalone unit from any study area.

Mandatory Literacy and Numeracy Test
Students are responsible for arranging and successfully completing the national Literacy and Numeracy Test for Initial Teacher Education Students through the Australian Council for Education Research prior to completing 200 credit points of study.

A Working With Children Check
All students must maintain a current Working with Children Check (from the appropriate State Authority) throughout the duration of the course.

Police Check
A Police Check may also be required by a school prior to placement.

FAQ's

How can I find which component units I can enrol in ?
Visit Bachelor of Education (Early Childhood and Primary) for elective options.

Where can I find out more about individual unit content (including requisites)?
Visit the Single Unit Search page

Where can I find out more information about the Literacy and Numeracy Test?
Visit the Department of Education homepage.

What's a full-time study load?
100 credit points (8 units per year)

What's a part-time study load?
50 credit points (4 units per year)

How can I find out when units are offered?
You can view unit availabilities before class registration opens at the University Timetable Planner

Where can I find what online units are available?
For a full listing of online unit go to Online Units.

Units are subject to change and may not be timetabled every semester.
CRICOS Provider 00111D | Copyright and disclaimer | swinburne.edu.au | Last updated 17/09/19 | BA-EDECP Ver 1
+ = Credit points

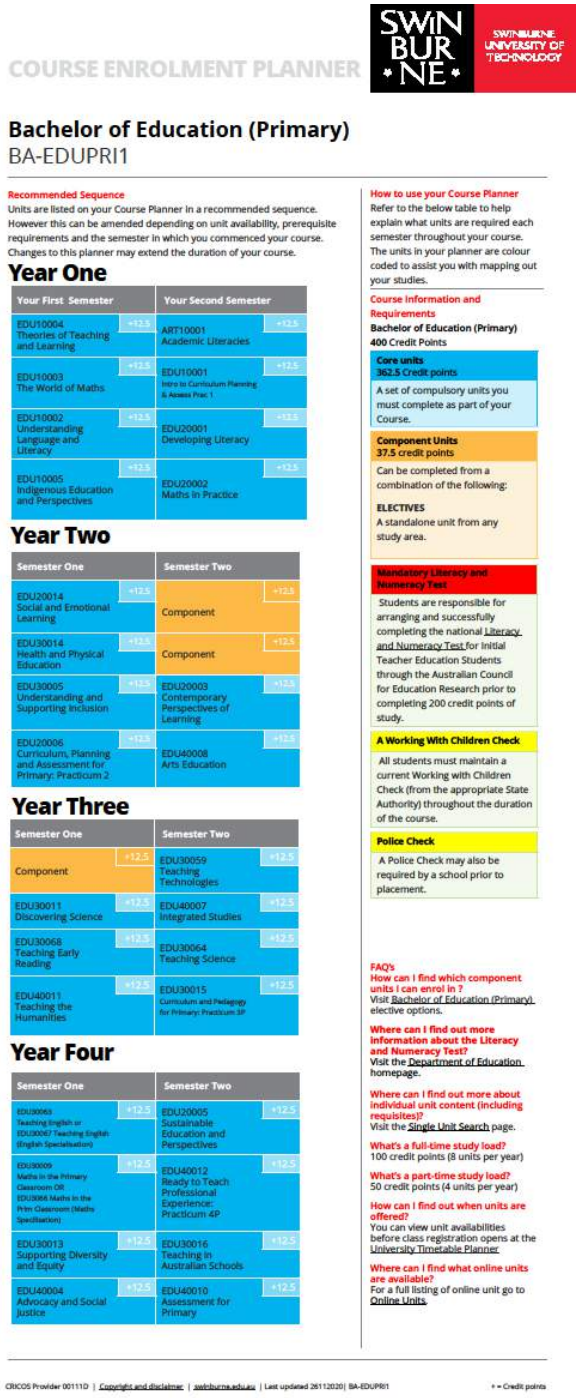
The table above provides an overview of the course in context and does not represent the study plan sequence. For further information relating to individual Study Plans please visit https://www.swinburne.edu.au/app/web-course-planners/home/ or contact student administration.

Bachelor of Education (Primary)

Hawthorn local students; Hawthorn local, international students

Bachelor of Education (Primary) - Online delivery

Online local students



COURSE ENROLMENT PLANNER

Bachelor of Education (Primary)
BA-EDUPRI1

Recommended Sequence
Units are listed on your Course Planner in a recommended sequence. However this can be amended depending on unit availability, prerequisite requirements and the semester in which you commenced your course. Changes to this planner may extend the duration of your course.

How to use your Course Planner
Refer to the below table to help explain what units are required each semester throughout your course. The units in your planner are colour coded to assist you with mapping out your studies.

Course Information and Requirements
Bachelor of Education (Primary)
400 Credit Points

Core units
362.5 Credit points
A set of compulsory units you must complete as part of your Course.

Component Units
37.5 credit points
Can be completed from a combination of the following:

ELECTIVES
A standalone unit from any study area.

Mandatory Literacy and Numeracy Test
Students are responsible for arranging and successfully completing the national Literacy and Numeracy Test for Initial Teacher Education Students through the Australian Council for Education Research prior to completing 200 credit points of study.

A Working With Children Check
All students must maintain a current Working with Children Check (from the appropriate State Authority) throughout the duration of the course.

Police Check
A Police Check may also be required by a school prior to placement.

Year One

Your First Semester	Your Second Semester
EDU10004 Theories of Teaching and Learning +12.5	ART10001 Academic Literacies +12.5
EDU10003 The World of Maths +12.5	EDU10001 Intro to Curriculum Planning & Assess Prac 1 +12.5
EDU10002 Understanding Language and Literacy +12.5	EDU20001 Developing Literacy +12.5
EDU10005 Indigenous Education and Perspectives +12.5	EDU20002 Maths in Practice +12.5

Year Two

Semester One	Semester Two
EDU20014 Social and Emotional Learning +12.5	Component +12.5
EDU30014 Health and Physical Education +12.5	Component +12.5
EDU30005 Understanding and Supporting Inclusion +12.5	EDU20003 Contemporary Perspectives of Learning +12.5
EDU20006 Curriculum, Planning and Assessment for Primary: Practicum 2 +12.5	EDU40008 Arts Education +12.5

Year Three

Semester One	Semester Two
Component +12.5	EDU30059 Teaching Technologies +12.5
EDU30011 Discovering Science +12.5	EDU40007 Integrated Studies +12.5
EDU30068 Teaching Early Reading +12.5	EDU30064 Teaching Science +12.5
EDU40011 Teaching the Humanities +12.5	EDU30015 Curriculum and Pedagogy for Primary: Practicum 3P +12.5

Year Four

Semester One	Semester Two
EDU30063 Teaching English or EDU30067 Teaching English (English Specialisation) +12.5	EDU20005 Sustainable Education and Perspectives +12.5
EDU30069 Maths in the Primary Classroom OR EDU3066 Maths in the Prim Classroom (Maths Specilisation) +12.5	EDU40012 Ready to Teach Professional Experience: Practicum 4P +12.5
EDU30013 Supporting Diversity and Equity +12.5	EDU30016 Teaching in Australian Schools +12.5
EDU40004 Advocacy and Social Justice +12.5	EDU40010 Assessment for Primary +12.5

FAQ's

How can I find which component units I can enrol in ?
Visit Bachelor of Education (Primary) elective options.

Where can I find out more information about the Literacy and Numeracy Test?
Visit the Department of Education homepage.

Where can I find out more about individual unit content (including requisites)?
Visit the Single Unit Search page.

What's a full-time study load?
100 credit points (8 units per year)

What's a part-time study load?
50 credit points (4 units per year)

How can I find out when units are offered?
You can view unit availabilities before class registration opens at the University Timetable Planner

Where can I find what online units are available?
For a full listing of online unit go to Online Units.

CRICOS Provider 00111D | Copyright and disclaimer | swinburne.edu.au | Last updated 26112020| BA-EDUPRI1 + = Credit points

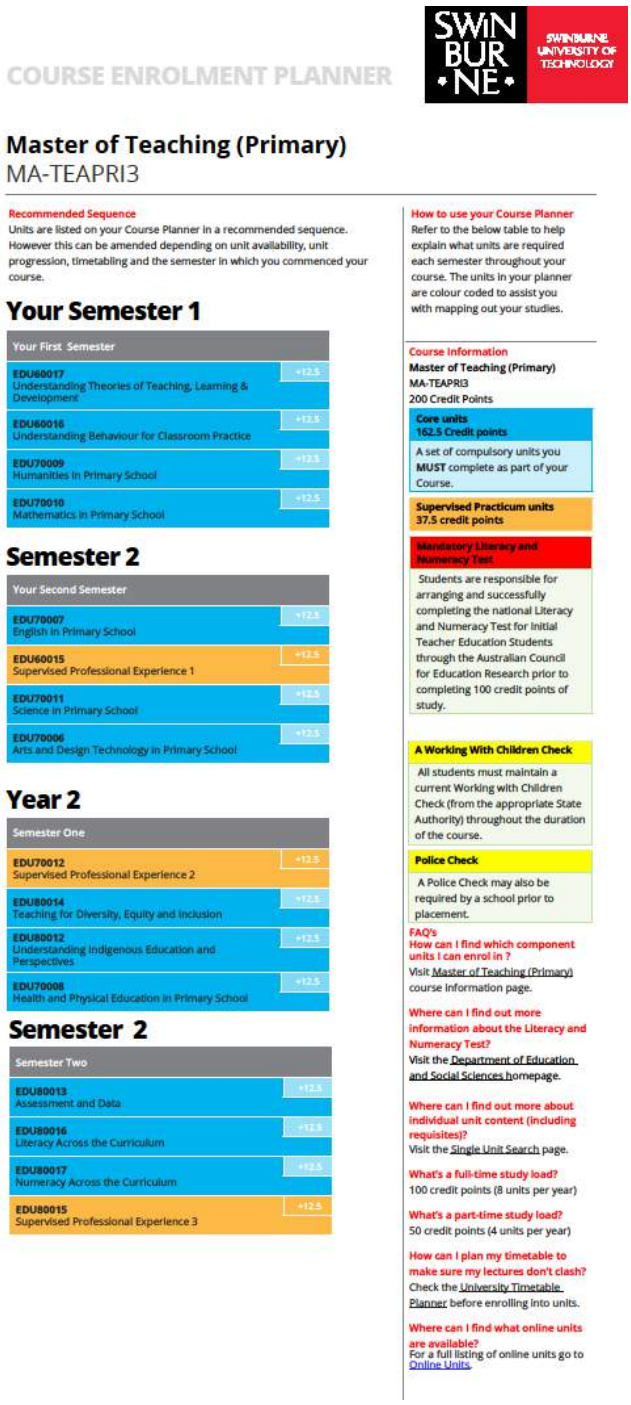
The table above provides an overview of the course in context and does not represent the study plan sequence. For further information relating to individual Study Plans please visit https://www.swinburne.edu.au/app/web-course-planners/home/ or contact student administration.

Masters of Teaching (Primary)

Hawthorn local students

Masters of Teaching (Primary) - Online delivery

Online local students



COURSE ENROLMENT PLANNER

SWINBURNE UNIVERSITY OF TECHNOLOGY

Master of Teaching (Primary)
MA-TEAPRI3

Recommended Sequence
Units are listed on your Course Planner in a recommended sequence. However this can be amended depending on unit availability, unit progression, timetabling and the semester in which you commenced your course.

How to use your Course Planner
Refer to the below table to help explain what units are required each semester throughout your course. The units in your planner are colour coded to assist you with mapping out your studies.

Your Semester 1

Your First Semester	
EDU60017 Understanding Theories of Teaching, Learning & Development	+12.5
EDU60016 Understanding Behaviour for Classroom Practice	+12.5
EDU70009 Humanities in Primary School	+12.5
EDU70010 Mathematics in Primary School	+12.5

Semester 2

Your Second Semester	
EDU70007 English in Primary School	+12.5
EDU60015 Supervised Professional Experience 1	+12.5
EDU70011 Science in Primary School	+12.5
EDU70006 Arts and Design Technology in Primary School	+12.5

Year 2

Semester One	
EDU70012 Supervised Professional Experience 2	+12.5
EDU80014 Teaching for Diversity, Equity and Inclusion	+12.5
EDU80012 Understanding Indigenous Education and Perspectives	+12.5
EDU70008 Health and Physical Education in Primary School	+12.5

Semester 2

Semester Two	
EDU80013 Assessment and Data	+12.5
EDU80016 Literacy Across the Curriculum	+12.5
EDU80017 Numeracy Across the Curriculum	+12.5
EDU80015 Supervised Professional Experience 3	+12.5

Course Information
Master of Teaching (Primary)
MA-TEAPRI3
200 Credit Points

Core units
162.5 Credit points
A set of compulsory units you **MUST** complete as part of your Course.

Supervised Practicum units
37.5 credit points

Mandatory Literacy and Numeracy Test
Students are responsible for arranging and successfully completing the national Literacy and Numeracy Test for Initial Teacher Education Students through the Australian Council for Education Research prior to completing 100 credit points of study.

A Working With Children Check
All students must maintain a current Working with Children Check (from the appropriate State Authority) throughout the duration of the course.

Police Check
A Police Check may also be required by a school prior to placement.

FAQ's

How can I find which component units I can enrol in ?
Visit Master of Teaching (Primary) course information page.

Where can I find out more information about the Literacy and Numeracy Test?
Visit the Department of Education and Social Sciences homepage.

Where can I find out more about individual unit content (including requisites)?
Visit the Single Unit Search page.

What's a full-time study load?
100 credit points (8 units per year)

What's a part-time study load?
50 credit points (4 units per year)

How can I plan my timetable to make sure my lectures don't clash?
Check the University Timetable Planner before enrolling into units.

Where can I find what online units are available?
For a full listing of online units go to Online Units.

The table above provides an overview of the course in context and does not represent the study plan sequence. For further information relating to individual Study Plans please visit https://www.swinburne.edu.au/app/web-course-planners/home/ or contact student administration.

Bachelor of Education (Secondary)

Hawthorn local students

Bachelor of Education (Secondary) / Bachelor of Arts

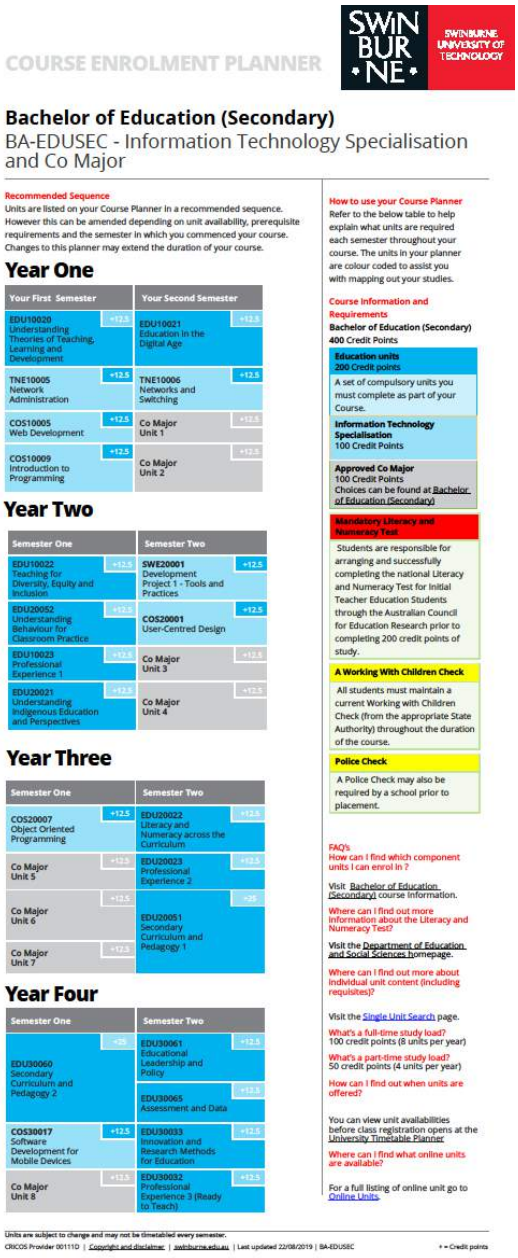
Hawthorn local students

Bachelor of Education (Secondary) / Bachelor of Business

Hawthorn local students

Bachelor of Education (Secondary) / Bachelor of Science

Hawthorn local students



COURSE ENROLMENT PLANNER

Bachelor of Education (Secondary)

BA-EDUSEC - Information Technology Specialisation and Co Major

Recommended Sequence

Units are listed on your Course Planner in a recommended sequence. However this can be amended depending on unit availability, prerequisite requirements and the semester in which you commenced your course. Changes to this planner may extend the duration of your course.

Year One

Your First Semester	Your Second Semester
EDU10020 Understanding Theories of Teaching, Learning and Development +12.5	EDU10021 Education in the Digital Age +12.5
TNE10005 Network Administration +12.5	TNE10006 Networks and Switching +12.5
COS10005 Web Development +12.5	Co Major Unit 1 +12.5
COS10009 Introduction to Programming +12.5	Co Major Unit 2 +12.5

Year Two

Semester One	Semester Two
EDU10022 Teaching for Diversity, Equity and Inclusion +12.5	SWE20001 Development Project 1 - Tools and Practices +12.5
EDU20052 Understanding Behaviour for Classroom Practice +12.5	COS20001 User-Centred Design +12.5
EDU10023 Professional Experience 1 +12.5	Co Major Unit 3 +12.5
EDU20021 Understanding Indigenous Education and Perspectives +12.5	Co Major Unit 4 +12.5

Year Three

Semester One	Semester Two
COS20007 Object Oriented Programming +12.5	EDU20022 Literacy and Numeracy across the Curriculum +12.5
Co Major Unit 5 +12.5	EDU20023 Professional Experience 2 +12.5
Co Major Unit 6 +12.5	EDU20051 Secondary Curriculum and Pedagogy 1 +25
Co Major Unit 7 +12.5	

Year Four

Semester One	Semester Two
EDU30060 Secondary Curriculum and Pedagogy 2 +25	EDU30061 Educational Leadership and Policy +12.5
	EDU30065 Assessment and Data +12.5
COS30017 Software Development for Mobile Devices +12.5	EDU30033 Innovation and Research Methods for Education +12.5
Co Major Unit 8 +12.5	EDU30032 Professional Experience 3 (Ready to Teach) +12.5

Units are subject to change and may not be timetabled every semester.

CRICOS Provider 00111D | Copyright and disclaimer | swinburne.edu.au | Last updated 22/08/2019 | BA-EDUSEC

+ = Credit points

How to use your Course Planner

Refer to the below table to help explain what units are required each semester throughout your course. The units in your planner are colour coded to assist you with mapping out your studies.

Course Information and Requirements

Bachelor of Education (Secondary)
400 Credit Points

Education units
200 Credit points
A set of compulsory units you must complete as part of your Course.

Information Technology Specialisation
100 Credit Points

Approved Co Major
100 Credit Points
Choices can be found at Bachelor of Education (Secondary)

Mandatory Literacy and Numeracy Test
Students are responsible for arranging and successfully completing the national Literacy and Numeracy Test for Initial Teacher Education Students through the Australian Council for Education Research prior to completing 200 credit points of study.

A Working With Children Check
All students must maintain a current Working with Children Check (from the appropriate State Authority) throughout the duration of the course.

Police Check
A Police Check may also be required by a school prior to placement.

FAQ's

How can I find which component units I can enrol in ?

Visit Bachelor of Education (Secondary) course information.

Where can I find out more information about the Literacy and Numeracy Test?

Visit the Department of Education and Social Sciences homepage.

Where can I find out more about individual unit content (including requisites)?

Visit the Single Unit Search page.

What's a full-time study load?
100 credit points (8 units per year)

What's a part-time study load?
50 credit points (4 units per year)

How can I find out when units are offered?

You can view unit availabilities before class registration opens at the University Timetable Planner

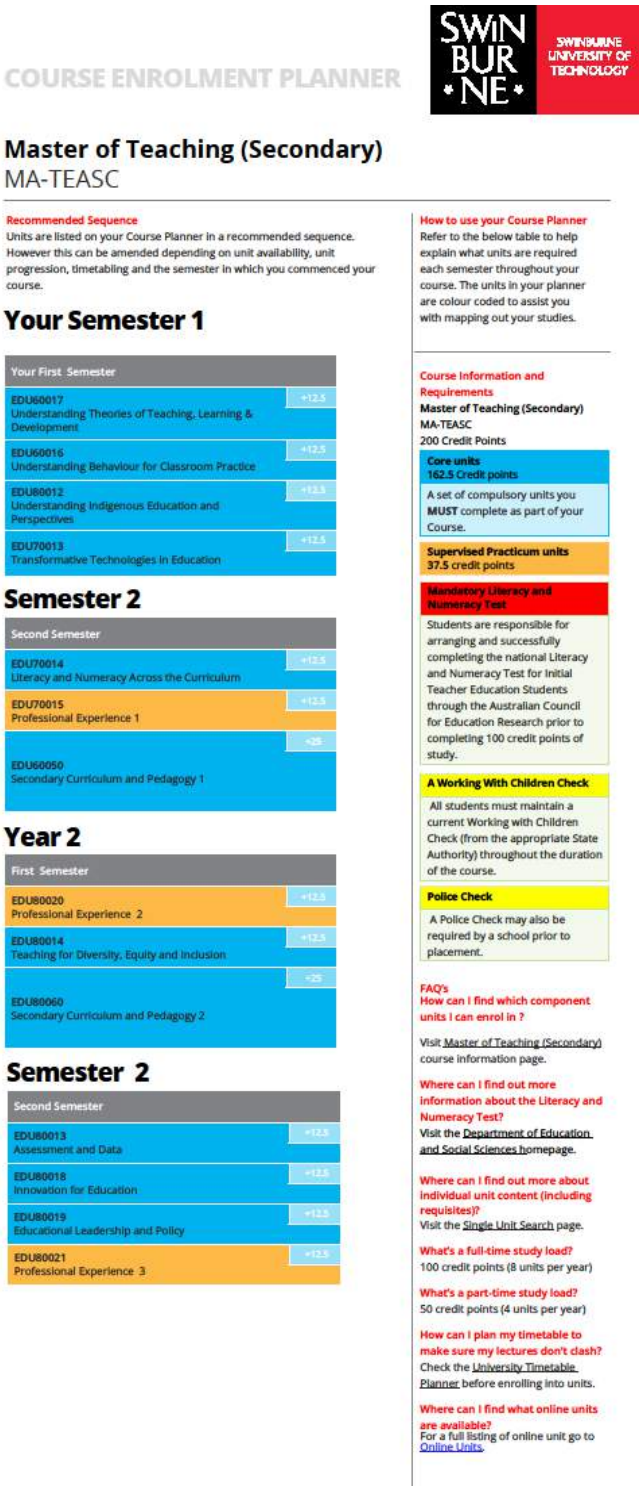
Where can I find what online units are available?

For a full listing of online unit go to Online Units.

The table above provides an overview of the course in context and does not represent the study plan sequence. For further information relating to individual Study Plans please visit https://www.swinburne.edu.au/app/web-course-planners/home/ or contact student administration.

Master of Teaching (Secondary)

Hawthorn local students



COURSE ENROLMENT PLANNER

SWINBURNE UNIVERSITY OF TECHNOLOGY

Master of Teaching (Secondary)

MA-TEASC

Recommended Sequence

Units are listed on your Course Planner in a recommended sequence. However this can be amended depending on unit availability, unit progression, timetabling and the semester in which you commenced your course.

Your Semester 1

Your First Semester	
EDU60017 Understanding Theories of Teaching, Learning & Development	+12.5
EDU60016 Understanding Behaviour for Classroom Practice	+12.5
EDU80012 Understanding Indigenous Education and Perspectives	+12.5
EDU70013 Transformative Technologies in Education	+12.5

Semester 2

Second Semester	
EDU70014 Literacy and Numeracy Across the Curriculum	+12.5
EDU70015 Professional Experience 1	+12.5
EDU60050 Secondary Curriculum and Pedagogy 1	+25

Year 2

First Semester	
EDU80020 Professional Experience 2	+12.5
EDU80014 Teaching for Diversity, Equity and Inclusion	+12.5
EDU80060 Secondary Curriculum and Pedagogy 2	+25

Semester 2

Second Semester	
EDU80013 Assessment and Data	+12.5
EDU80018 Innovation for Education	+12.5
EDU80019 Educational Leadership and Policy	+12.5
EDU80021 Professional Experience 3	+12.5

How to use your Course Planner

Refer to the below table to help explain what units are required each semester throughout your course. The units in your planner are colour coded to assist you with mapping out your studies.

Course Information and Requirements

Master of Teaching (Secondary)
MA-TEASC
200 Credit Points

Core units
162.5 Credit points

A set of compulsory units you **MUST** complete as part of your Course.

Supervised Practicum units
37.5 credit points

Mandatory Literacy and Numeracy Test

Students are responsible for arranging and successfully completing the national Literacy and Numeracy Test for Initial Teacher Education Students through the Australian Council for Education Research prior to completing 100 credit points of study.

A Working With Children Check

All students must maintain a current Working with Children Check (from the appropriate State Authority) throughout the duration of the course.

Police Check

A Police Check may also be required by a school prior to placement.

FAQ's

How can I find which component units I can enrol in ?

Visit Master of Teaching (Secondary) course information page.

Where can I find out more information about the Literacy and Numeracy Test?

Visit the Department of Education and Social Sciences homepage.

Where can I find out more about individual unit content (including requisites)?

Visit the Single Unit Search page.

What's a full-time study load?

100 credit points (8 units per year)

What's a part-time study load?

50 credit points (4 units per year)

How can I plan my timetable to make sure my lectures don't clash?

Check the University Timetable Planner before enrolling into units.

Where can I find what online units are available?

For a full listing of online unit go to Online Units.

The table above provides an overview of the course in context and does not represent the study plan sequence. For further information relating to individual Study Plans please visit https://www.swinburne.edu.au/app/web-course-planners/home/ or contact student administration.

Bachelor of Education (Early Childhood and Primary) – 2019

Hawthorn local and international students - Enrolments from 2019 or transition students

Bachelor of Education (Early Childhood and Primary) - Online delivery – 2019

Online local students –Enrolments from 2019 or transition students

Units of Study				
Core	**Students must complete the following core units (31)**			
Unit Code	**Unit Name**	**Level**	**Credit Points**	**Outcome unit**
COM10003 OR ART10001	Learning and Communicating Online OR Academic Literacies: Situating University Knowledge	1	12.5	N
EDU10001	Introduction to Curriculum Planning and Assessment Practicum 1	1	12.5	N
EDU10002	Understanding Language and Literacy	1	12.5	N
EDU10003	The World of Maths	1	12.5	N
EDU10004	Theories of Teaching and Learning	1	12.5	N
EDU10005	Indigenous Education and Perspectives	1	12.5	N
EDU30006	Families and Community	1	12.5	N
EDU30007	Imagining the World through the Arts	1	12.5	N
EDU40001	The Healthy and Active Child	1	12.5	N
EDU40002	Play and Environment	1	12.5	N
EDU20001	Developing Literacy	2	12.5	N
EDU20002	Mathematics in Practice	2	12.5	N
EDU20003	Contemporary Perspectives of Learning and Development	2	12.5	N
EDU20014	Social and Emotional Learning	2	12.5	N
EDU20006	Curriculum, Planning and Assessment for Primary Practicum 2	2	12.5	N
EDU30001	Imagining the World through Language and Literature	2	12.5	N
EDU30002	Science and Technology	2	12.5	N

EDU30011	Discovering Science	2	12.5	N
EDU30003	Curriculum, Planning and Assessment for Infants - Practicum 3E	3	12.5	N
EDU30004	Wellbeing and Resilience	3	12.5	N
EDU30005	Understanding and Supporting Inclusion	3	12.5	N
EDU30059	Teaching Technologies	3	12.5	N
EDU40011	Teaching Humanities	3	12.5	N
EDU30014	Health and Physical Education	3	12.5	N
EDU40008	Arts in Education	3	12.5	N
EDU20005	Sustainable Education and Perspectives	3	12.5	N
EDU30009	Mathematics in the Primary Classroom	4	12.5	Y
EDU3063	Teaching English	4	12.5	Y
EDU30062	Education Leadership, Management and Program Assessment	4	12.5	Y
EDU40003	Identity The Early Childhood Profession(al)	4	12.5	Y
EDU40004	Advocacy and Social Justice	4	12.5	Y
EDU40005	Ready to Teach Primary – Practicum 4E	4	12.5	Y
EDU40006	Ready to Teach Early Childhood – Practicum 5E	4	12.5	Y
1 unit of other study Elective (12.5cp)				

The table above provides an overview of the course in context and does not represent the study plan sequence. For further information relating to individual Study Plans please contact student administration.

Bachelor of Education (Primary) - 2019

Hawthorn local and international students - *Enrolments from 2019 or transition students*

Bachelor of Education (Primary) - Online delivery - 2019

Online local students - Enrolments from 2019 or transition students

Units of Study				
Unit Code	**Unit Name**	**Stage**	**Credit Points**	**Outcome unit**
COM10003 OR ART10001	Learning and Communicating Online OR Academic Literacies: Situating University Knowledge	1	12.5	
EDU10001	Introduction to Curriculum Planning and Assessment Practicum 1	1	12.5	
EDU10002	Understanding Language and Literacy	1	12.5	
EDU10003	The World of Maths	1	12.5	
EDU10004	Theories of Teaching and Learning	1	12.5	
EDU10005	Indigenous Education and Perspectives	1	12.5	
EDU30059	Teaching Technologies	2	12.5	
EDU20001	Developing Literacy	2	12.5	
EDU20002	Mathematics in Practice	2	12.5	
EDU20003	Contemporary Perspectives of Learning and Development	2	12.5	
EDU20014	Social and Emotional Learning	2	12.5	
EDU20005	Sustainable Education and Perspectives	2	12.5	
EDU20006	Curriculum, Planning and Assessment for Primary Practicum 2	2	12.5	
EDU30005	Understanding and Supporting Inclusion	3	12.5	

EDU40008	Arts Education	3	12.5	
EDU30011	Discovering Science	3	12.5	
EDU30064	Teaching Science	3	12.5	
EDU30013	Supporting Diversity and Equity	3	12.5	
EDU30014	Health and Physical Education	3	12.5	
EDU30015	Curriculum and Pedagogy for Primary Practicum 3P	3	12.5	
EDU40007	Integrated Studies	4	12.5	
EDU40011	Teaching the Humanities	4	12.5	
EDU40004	Advocacy and Social Justice	4	12.5	Y
EDU30016	Teaching in Australian Schools	3	12.5	Y
EDU40010	Assessment for Primary	4	12.5	Y
EDU40012	Ready to Teach Professional Experience - Practicum 4P	4	12.5	Y
EDU30009	Mathematics in the Primary Classroom	4	12.5	Y
EDU30063	Teaching English	4	12.5	Y
Electives	**Students must also complete 4 electives (50 cp)**	**50**		**Electives**

The table above provides an overview of the course in context and does not represent the study plan sequence. For further information relating to individual Study Plans please contact student administration.

Appendix 1: Ready to Teach (RTT) Professional Experience Placement Reasonable Adjustment Procedures

Introduction:

Students in Education degrees are required to complete set number of days of Professional Experience placement to be eligible to graduate.

It is highly recommended that the final Professional Experience placement known as Ready to Teach (RTT) Professional Experience placement is undertaken full time. Why? As a pre-service teacher on an RTT placement you need to meet all Australian Institute for Teaching and School Leadership (AITSL) Graduate Australian Professional Standards for Teachers. This involves meeting all 37 focus areas demonstrated via:

- Sustained full control
- Teaching that addresses all curriculum areas
- Full immersion within an educational context

If there is a situation where full-time RTT Professional Experience placement is not possible, this procedure acknowledges that under some circumstances Special Consideration is required to negotiate alternative, and thus Reasonable Adjustment is to be applied in alignment with the University's policy.

Solutions to consider:

If an RTT Professional Experience placement cannot be completed on a full-time basis, and ideal approach would be 4 days a week with the final 2 weeks full time.

However, we understand depending on varying situations other alternatives would need to be made. These for example may look like:

- 4 days a week over the block
- 3 days a week over the block
- 4 or 3 days a week with final 2 weeks full time
- 4 or 3 days a week with final week full time
- Or another approved combination

Non-negotiable requirements to an RTT Professional Experience:

As a reasonably adjusted RTT Professional Experience placement is planned, there are non-negotiable requirements due to AITSL and Victorian Institute of Teaching (VIT) accreditation requirements.

An RTT Professional Experience placement:

1. Cannot be less than 3 days per week

2. Mentor and Education student must sign off on a plan of approach to demonstrate that **all** the following requirements can be met:

    a) Sustained full control
    b) Teaching that addresses all curriculum areas
    c) Full immersion within an educational context
    d) Opportunity to meet all 37 AITSL focus areas

3. All focus areas must be met successfully as aligned to assessment requirements for the unit enrolled in.
   Consideration has been put into place for school timetable so that all curriculum areas can be met for example:

    a. For early years education students, and/or primary education students, different days of the week will be required to be taught on (for example one week teaching days may be Monday, Tuesday and Wednesday, then the following week would need to include Thursday and Friday to make sure the timetable and curriculum areas addressed on these days is also experienced and taught).
    b. For secondary education students, following a particular class over a sustained period of time will be required taking into account a 2- or 3-week timetable.

4. If a reasonable adjustment mode is undertaken for RTT, days will need to begin earlier in an allocated Professional Experience placement block due to nature of the GTPA having fixed dates for completion.

5. The following areas are not covered by this process:

    a. Work
    b. Financial reasons
    c. Pregnancy (unless an unexpected medical condition)

********Please note there are two different instructions processes and instructions depending on if you are a Swinburne on campus (SUT) or online (SOL) Education student. These are outlined in this document.***

Process for Swinburne on campus education students (SUT)

To undertake an RTT in a reasonable adjustment to an RTT Professional Experience placement is carried out through an application process.

This needs to be planned at the minimum a semester ahead of time when you submit your Notice for Intent in October/November for Semester 1 and March for Semester 2 (on-campus education students only) for sustained or long-term cases of reasonable adjustment or by census date of a semester or teaching period due to the nature of circumstances.

1. The application process requires the following evidence for consideration (1 or 2): **If you are not registered with AccessAbility services:**

Evidence (medical or other independent supporting documentation. E.g., from a health practitioner, your employer or someone of standing in the community - unrelated to you - who can confirm your circumstances. Study plan from Course Director.

Or

2. **If you are registered with AccessAbility services**
   Support material from Swinburne AccessAbility (Education Access Plan) that outlines your requirement for part time placements.

AND

3. **Create an About Me one-page statement page that is prepared in consultation with AccessAbility services**

   This includes

   a. Interests
   b. Passion for teaching or teaching philosophy
   c. Abilities
   d. Strengths
   e. PLUS, optional additional information about your condition and how someone can support you at your discretion.

Process for Swinburne Online education students (SOL)

1. Pre-Service Teachers if you require a reasonable adjustment to an RTT placement unit, please ensure you have an approved EAP prior to commencing your search for a placement. Your EAP will support the submission of your acceptance of placement form.
2. **You must register with AccessAbility services**
   a. Support material from Swinburne AccessAbility (Education Access Plan) that outlines your
   b. requirement for part time placements.
3. **Create an About Me one-page statement page that is prepared in consultation with AccessAbility services**
   This includes

   f. Interests
   g. Passion for teaching or teaching philosophy
   h. Abilities
   i. Strengths
   j. PLUS, optional additional information about your condition and how someone can support you at your discretion.

Instructions and Process Steps for Swinburne on campus education students (SUT)

1. Prepare an application.
2. **Submit an application that provides :**
    a. **Supporting documentation (if you do not have an Education Access Plan (EAP)) –** this application **MUST** be accompanied by independent supporting documentation. E.g., from a health practitioner, your employer or someone of standing in the community - unrelated to you - who can confirm your circumstances.
    b. **Study plan from Course Director or support material from Swinburne AccessAbility** with specific details related to your circumstances
    c. **An About Me one-page statement page Submit on time.** This needs to be planned at the minimum a semester ahead of time for sustained or long term cases of Special Consideration, or by census date of a semester or teaching period due to the nature of circumstances.
3. **Late applications** – will not be accepted or considered by the Review Panel (you may need to defer your unit).
4. The application is to be submitted to the following email:
    a. Swinburne on campus education students studying on campus submit to Professional Experience Office for approval by a panel to the email address: eduplacements@swin.edu.au.
    b. Swinburne Online education students please note the process for you is outlined below.
5. The **Review panel will assess the application**, consisting of the following members:
    a. Chair of Education
    b. Professor Experience Manager (on campus or online)
    c. Relevant Course Director,
    d. An independent Swinburne AccessAbility representative (if registered)
    e. Relevant RTT Unit Convenor
    f. Academic Leader Professional Experience (or equivalence for on campus or online)
    g. Professional Experience Liaison Officer (as relevant to education student degree)
6. **Notification of application outcome** – will be sent within 10 working days of Review Panel meeting via your Swinburne student email account. It is your responsibility to check your student email account regularly and to ensure that it is able to receive mail.
7. **Upon outcome the student will work with their Unit Convenor to** develop and put into place a support plan involving strategy for positive transition.

Instructions and Process Steps for Swinburne Online education students (SOL)

1. **Prepare and Submit acceptance of placement form**
2. If an adjustment is required the PST must email Help the following documentation to support approval of the acceptance of placement.
    a. **Supporting -** SUT AssessAbility EAP
    b. **Mentor confirmation-** written confirmation from mentor teacher that they have discussed the requirements and expectations of the placement and can confirm that they are able to assess the placement in the adjusted capacity- This is sent by the mentor teacher to Swinburne Online Help.
3. **Submit on time.** This needs to be submitted within AOPF deadlines for each TP for consideration.
4. **Late applications** – will not be accepted outside of AOPF deadline dates for each TP
5. **Review of adjustment request**- Help will raise a case via Salesforce with Processional Experience Manager who will discuss with SOL Program Coordinator to assess the PSTs approval of placement.
6. **Notification of application outcome** – Professional Experience Manager will forward outcome to Help at Swinburne online who will inform student via usual acceptance of placement form processes and procedures.
7. **Upon entry into the unit PST will work with eLA to** develop and put into place a support plan involving strategy to support meeting the requirements and expectations with the reasonable adjustment made.